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Appendix A Board Policy JCDAG Bullying
Please sign one form for each Liberty County School System student in your household and return it to each student’s school within one week of receiving and reading the Code of Conduct.

(Note: Failure to sign and return this form to the school does not relieve the student from the responsibility of conforming to LCSS’s Code of Conduct.)

I have received and read a copy of the Liberty County School System Student Information and Code of Conduct PK-12 2019-2020, which includes the Internet Policy, Procedures and Agreement and the Georgia Compulsory School Law.

_____________________________________________________________________________________
Student’s Name (please print)

_____________________________________________________________________________________
Student’s Signature

_____________________________________________________________________________________
Name of Parent or Guardian (please print)

_____________________________________________________________________________________
Signature of Parent or Guardian

_____________________________________________________________________________________
Date
School Year 2019-2020:

Dear Student and Parent/Guardian:

The major goal of the Liberty County School System is to provide all students with an opportunity to learn. Therefore, school officials have a responsibility to provide the best instruction possible while also promoting an environment that is conducive to learning. If students are to master the skills and objectives required of them, they must be able to work in a climate that is safe and free of distractions and disturbances. Parents are encouraged to maintain contact with their child’s teacher throughout the school year.

This Student Information and Code of Conduct Booklet has been adopted for students in grades pre-kindergarten through twelve to ensure that schools maintain the proper learning environment. The code is designed to protect the rights of all students and to prevent the infringement of those rights by others. By studying the Code of Conduct, students and parents/guardians will know what type of behavior is expected of all students and will be aware of the consequences that accompany unacceptable behavior. Parents and students are requested to sign the form located in the front of this handbook indicating they have read the Code of Conduct, and this form should be returned to the student’s homeroom teacher.

School officials encourage all students and their parents/guardians to become familiar with the various policies, rules, and regulations of the school system and to cooperate with the school as it works to maintain the proper learning environment for its students. Student Codes of Conduct shall be available in each school and classroom. This Code of Conduct is intended as a guide for rules, regulations, and procedures affecting the Liberty County School System. Board of Education policy, legal sanctions, or state department of education policy would supersede regulations within the Liberty County Code of Conduct. Further, parents/guardians are encouraged to establish and maintain open lines of communication between the school and home. This can be accomplished by providing a current address and phone numbers (work and home), scheduling conferences with teachers periodically to discuss student progress, attending open house and Parent/Teacher Organization meetings at the school whenever possible, and talking to your child daily about his/her activities at school. Finally, we encourage parents/guardians to support the school’s efforts to provide a quality education. When you have a concern, telephone or visit the school to discuss the matter with the teacher or administrator. By working together, we can achieve our common goal - a safe, orderly school, and a quality education for all students.

Liberty County Board of Education and Superintendent of Schools, Dr. Franklin D. Perry.
VISION:
All students will receive a high quality education providing them the knowledge and skills to be successful, contributing members of a global society.

MISSION:
The mission of the Liberty County School System is to provide all students an education which promotes excellence, good citizenship, and a love of learning.

BELIEF STATEMENTS:
1. We believe that every student should be provided the opportunity to receive an education that meets individual needs while exercising the right and responsibility to learn in a safe environment.
2. We believe that all students should model the system’s organizational beliefs and hold high expectations for student success.
3. We believe that education includes the development of citizenship, personal responsibility, and respect for self and others.
4. We believe that all individuals should be treated with respect and a sense of fairness.
5. We believe that all staff should participate in results-driven professional learning which is aligned with the system’s and schools’ goals for improvement.
6. We believe that technology will improve student achievement and increase the school system’s productivity and efficiency.
7. In order to serve a mobile population, we believe that schools must be sensitive to the needs of the community and to the changing needs of the learners as they develop educational priorities for student achievement.
8. Because education is a joint effort and responsibility among the school, the home, and the community, we support and encourage parent and community participation in the school system.
9. We believe that the local control and individual school flexibility are essential in implementing strategies to meet goals for school improvement, increase student achievement, and follow state and federal requirements.

GOALS:
Goal One - Increase student learning, achievement, and college and career readiness
Goal Two - Provide a safe and supportive learning environment
Goal Three - Recruit and retain highly qualified and effective staff
Goal Four - Increase stakeholder involvement throughout the school system.
Goal Five - Ensure efficiency and effectiveness of district operations and administrative services
TITLE I PARENT INVOLVEMENT PLAN

The Liberty County School System recognizes that greater family involvement is crucial if our students are to learn more, to achieve higher academic standards and to succeed in a world that might otherwise pass them by. It shall be the intent of all parent involvement activities in Liberty County Schools to encourage and support the efforts of home, school and community in improving the educational opportunities of all children. The Liberty County School System encourages the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, to include ensuring that parents:

A. Play an integral role in assisting their child’s learning.
B. Are encouraged to be actively involved in their child’s education.
C. Are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

PARENTAL INVOLVEMENT AND CONFERENCES

This Code of Conduct is based on the expectation that parents, guardians, teachers, and school administrators will work together to improve and enhance student behavior and academic performance and will communicate freely their concerns about, and actions in response to, student behavior that detracts from the learning environment. At school and District level, parents are provided opportunities in developing and updating the student Code of Conduct. Parents and students should contact the principal of the school if specific questions arise related to the Code of Conduct.

Georgia law allows a local board of education to petition the juvenile court to require a parent to attend a school conference. If the court finds that the parent or guardian has willfully and unreasonably failed to attend a conference requested by the principal, the court may order the parent or guardian to attend such a conference, order the parent or guardian to participate in such programs or such treatment as the court deems appropriate to improve the student’s behavior, or both.

PROFESSIONAL QUALIFICATIONS OF CLASSROOM TEACHERS AND PARAPROFESSIONALS

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

Whether the student’s teacher—
(a) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
(b) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
(c) is teaching in the field of discipline of the certification of the teacher.

Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Parents may contact the school principal for this information.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)
NOTICE TO PARENTS/GUARDIANS AND ELIGIBLE STUDENTS OF RIGHTS

(1) Parents and eligible students (18 or older or emancipated minors) shall be notified at the beginning of the school year of the approximate dates during the school year when any of the activities listed below are expected to be scheduled. The Board of Education has developed and adopted policies, in conjunction with parents, regarding the activities described in paragraph 1. In accordance with Board policies, prior written consent must be obtained from parents before students are required to submit to any survey that contains questions about one or more of the areas listed in subparagraph (1)(A) and that is funded in whole or in part by the U.S. Department of Education. You have the right to inspect any survey or instrument used in the collection of information under subparagraphs (1)(A) and (1)(B) before the instrument is administered or distributed to a student and to opt your student out of participation in any activities described in paragraph (1) in accordance with regulations developed by the Superintendent.

(A) The administration of any survey containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student’s parent;
2. Mental or psychological problems of the student or the student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or student’s parent; or

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8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without prior written consent of the parent or eligible student.

(B) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).

(C) Any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student, or of other students.

(2) You may, upon request, inspect any instructional material used as part of the educational curriculum for your student.

(3) The school is required by federal law to give this notice to parents. However, the school does not have scheduled any such activities as are described in paragraph 1. If any such activities are initiated during the school year, you will be notified accordingly and will be afforded all the rights as described herein.

Parents who believe their rights have been violated with the requirements of PPRA may file and submit a complaint to the following address:

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (F.E.R.P.A.)

NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY INSTITUTIONS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students 18 years of age and over (labeled as eligible students) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day the district receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask the Liberty County School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise him/her of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information (PII) contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, therapist, or online educational services provider); a contractor, consultant, volunteer, or other party to whom the school district has outsourced services, such as electronic data storage; a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. The District allows school officials to access only student records in which they have a legitimate educational interest. School officials remain under the District’s control with regard to the use and maintenance of PII, which may be used only for the purpose for which disclosure was made, and cannot be released to other parties without authorization.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the district discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll.

4. Liberty County Board of Education designates the following information as directory information. Unless a parent or eligible student makes a written request within ten (10) days of enrollment to the principal of the school where
the student is enrolled that such information not be designated directory information, such information will not be considered confidential and will be disclosed to individuals, agencies and organizations that request the information.

a. student’s name, address, and telephone number;
b. student’s participation in clubs and sports;
c. weight and height of student if he or she is a member of an athletic team;
d. dates of attendance at Liberty County Schools; and
e. awards received during the time enrolled in Liberty County Schools.

One of the provisions of the Every Student Succeeds Act (ESSA) is that local school systems must provide to military recruiters or an institution of higher learning, upon request, the names, addresses and telephone numbers of high school students. A high school student or the parent may request that the information not be released without parent consent. The legislation further provides that schools must notify parents of the option to request that the high school not release such information and the school must comply with any request.

If you do not wish for your student’s information to be provided to military recruiters or postsecondary institutions, you may notify, in writing, the high school that your child attends within ten (10) days of student enrollment. Otherwise, we will provide such information to a requesting military recruiter or postsecondary school without further notice to you.

5. You are also notified that from time to time students may be photographed, videotaped, or interviewed by the news media at school or some school activity or event; unless you, as a parent/guardian object in writing to the principal to your student being photographed, videotaped or interviewed. You must notify the principal of your objection within ten (10) days of student enrollment. The principal will take reasonable steps to control the media’s access to students. However, your submission of a written objection does not constitute a guarantee that your student will not be interviewed in circumstances which are not within the knowledge or control of the principal.

6. You have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:
   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, D.C. 20202
O.C.R. DISCRIMINATORY COMPLAINTS OR HARASSMENT PROCEDURES

The Liberty County School District does not discriminate based on race, color, national origin, sex, age, or disability. It is the policy of the Liberty County School District that racial, sexual, or other forms of harassment or discrimination are strictly forbidden. Any student or employee who believes he or she has been subjected to harassment or discrimination by other students or employees of the school district based upon his or her race, color, religion, national origin, age, disability or sex in employment decisions or educational programs and activities, including its athletic programs, should promptly report the same to the principal of his/her school or the appropriate coordinator, who will implement the board’s discriminatory complaints or harassment procedures. Students may also report harassment or discrimination to their school counselor. Students and employees shall not be subjected to retaliation for reporting such harassment or discrimination.

The Title VI and Title IX Coordinator: Dr. Zheadric Barbra

Office Address: 200 Bradwell Street, Hinesville, GA 31313
Telephone Number: 912-876-5000

The Sports Equity Coordinator: Dr. Zheadric Barbra

Office Address: 200 Bradwell Street, Hinesville, GA 31313
Telephone Number: 912-876-5000

The Section 504 and Americans with Disabilities Act Coordinator: Mindy Yanzetich

Title: Executive Director for the Department for Exceptional Learning
Office Address: 200 Bradwell Street, Hinesville, GA 31313
Telephone Number: 912-876-3018
The Liberty County School System believes that students should learn in a safe environment. In order to ensure the safety of everyone, metal detectors, searches, cameras, and other means may be used in the school building, on buses, in the parking lots, any place on the school property, and all school-sponsored activities.

VISITORS IN SCHOOLS

The Liberty County Board of Education welcomes visitors to our schools. In an effort to provide a safe learning environment with the utmost protection for students, staff, and the integrity of the learning process, the Board has established the following guidelines and expectations for all visitors to schools in the Liberty County School System.

General Requirements

Individuals are welcome to visit district’s schools provided the principal or designee approves the purpose of the visit. Parents and visitors are expected to maintain cooperative and positive relationships with staff.

The principal or designee may grant permission to visit at his/her discretion.

Visitors must sign in at the school office and obtain authorization to visit any part of the school. Failure to follow this procedure may result in the involvement of law enforcement officials.

Parents/guardians desiring to have a conference with a teacher are encouraged to schedule their visits before or after instructional hours.

Parent-teacher conferences are not permissible at times when teachers are responsible for delivering instruction and supervising students.

Only parents or legal guardians are authorized to set up parent conferences with school personnel.

Classroom Visits/Observations

In order to ensure the safety and confidentiality of students, classroom visits are limited to parents or legal guardians of students enrolled at the school and those persons invited by the District or school personnel for official business.

Visitor requests to meet with specific personnel will require notice at least 24 hours in advance. The school principal or his/her designee must approve all visitations and arrange a date and time for the visit to take place. The principal may also arrange for a school employee to escort the parent/guardian to the classroom. As necessity dictates, the escort may be asked to remain in the classroom throughout the observation. Only parents or legal guardians are allowed to visit and observe in classrooms where the parent’s/guardian’s child is in attendance.

To accommodate and provide equity to all visitors, while maintaining the integrity of the instructional program, classroom visits and observations are limited to once every nine weeks at a maximum of 30 minutes per visit. Under special circumstances and upon agreement between the parent, teacher and the principal, additional visits may be scheduled as needed. Parents/guardians may contact the IDEA/504 Coordinator, Mrs. Mindy Yanzetich, at 876-3108 for additional information regarding federal regulations.

School activities planned for special occasions during the school day and after hours where parents and community residents are invited are not included under this requirement.

During classroom visits and observations, cell phone use is not permissible. Cell phones are to remain in the silent position at all times during school visits.

Other Considerations

School principals are charged with the control of school buildings and grounds under their jurisdiction and supervision.

The principal has the right and obligation to enforce visitation policies and all practicable efforts should be made to exclude non-authorized individuals from school property. All staff members are authorized and required to verify visitors have received office clearance.

Unauthorized visitations to school premises may constitute trespassing and may subject violators to criminal prosecution under the laws of the State of Georgia.

Prior authorization shall not apply to law enforcement officers, firefighters, emergency medical technicians or paramedics or any public safety or emergency management officials in the performance of an emergency call.

Parents/guardians may escort Pre-K and Kindergarten students to class through the first full week of school. Other elementary students (grades 1-5) may be escorted to class the first day of school.

Visitors making authorized deliveries to the school and other persons authorized on a student’s pick-up list may be required to present a photo ID.
ENROLLMENT

As new families move into Liberty County, parents or guardians register their children online at www.liberty.k12.ga.us. For initial registration, parents or guardians should have the following items to expedite the process:

- Georgia Certificate of Immunization (Form 3231)
- Georgia Department of Public Health (Form 3300) – Certificate of Vision, Hearing, Dental, and Nutrition Screening
- Social Security Card (Unless the parent signs a waiver)
- Evidence of Date of Birth
- Two Proofs of Residence

Proof of enrollment and attendance (report card/school transcript) in an accredited school, plus school address, must be presented if registering during the 2019-2020 school year.

MCKINNEY-VENTO ASSISTANCE

The McKinney-Vento Homeless Assistance Act requires the Liberty County School System to enroll and to provide an education for students considered homeless as defined by the federal act. A student is considered homeless if he/she “lacks a fixed, regular, and adequate nighttime residence.” Students living on the streets, possibly in cars, in shared housing, motels or campgrounds and migratory children are considered homeless according to the Act. Parents may contact the LCSS McKinney-Vento liaison in Student Services at 368-2053 if interested in McKinney-Vento assistance or for more information regarding the Act.

WITHDRAWAL

In the event the enrolling parent or guardian wishes to withdraw his/her child from the LCSS, he/she will complete the process at the assigned school. The date of withdrawal for a student shall be the last school day of student attendance with proof of enrollment in a different school, other local education agency, private school, or home study program. If a student is under suspension on the date of withdrawal, the new school of enrollment shall be notified of the terms of the suspension.
GEORGIA COMPULSORY SCHOOL LAW
O.C.G.A. 20-2-690.1. Mandatory education for children between ages six and 16

(a) Mandatory attendance in a public school, private school, or home school program shall be required for children between their sixth and sixteenth birthdays. Such mandatory attendance shall not be required where the child has successfully completed all requirements for a high school diploma.

(b) Every parent, guardian, or other person residing within this state having control or charge of any child or children during the ages of mandatory attendance as required in subsection (a) of this Code section shall enroll and send such child or children to a public school, a private school, or a home study program that meets the requirements for a public school, a private school, or a home study program; and such child shall be responsible for enrolling in and attending a public school, a private school, or a home study program under such penalty for noncompliance with this subsection as is provided in Chapter 11 of Title 15, unless the child’s failure to enroll and attend is caused by the child’s parent, guardian, or other person, in which case the parent, guardian, or other person alone shall be responsible; provided, however, that tests and physical exams for military service and the National Guard and such other approved absences shall be excused absences. The requirements of this subsection shall apply to a child during the ages of mandatory attendance as required in subsection (a) of this Code section who has been assigned by a local board of education or its delegate to attend an alternative public school program established by that local board of education, including an alternative public school program provided for in O.C.G.A. 20-2-154.1, regardless of whether such child has been suspended or expelled from another public school program by that local board of education or its delegate, and to the parent, guardian, or other person residing in this state who has control or charge of such child. Nothing in this Code section shall be construed to require a local board of education or its delegate to assign a child to attend an alternative public school program rather than suspending or expelling the child.

(c) 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, imprisonment not to exceed 30 days, community service, or any combination of such penalties at the discretion of the court having jurisdiction. Each day’s absence from school in violation of this part after the child’s school system notifies the parent, guardian, or other person who has control or charge of a child of five unexcused days of absence for a child shall constitute a separate offense.

After two reasonable attempts to notify the parent, guardian, or other person who has control or charge of a child of five unexcused days of absence without response, the school system shall send a notice to such parent, guardian, or other person by certified mail, return receipt requested, or first-class mail. Prior to any action to commence judicial proceedings to impose a penalty for violating this subsection on a parent, guardian, or other person residing in this state who has control or charge of a child or children, a school system shall send a notice to such parent, guardian, or other person by certified mail, return receipt requested. Public schools shall provide to the parent, guardian, or other person having control or charge of each child enrolled in a public school a written summary of possible consequences and penalties for failing to comply with compulsory attendance under this Code section for children and their parents, guardians, or other persons having control or charge of children. The parent, guardian, or other person who has control or charge of a child or children shall sign a statement indicating receipt of such written statement of possible consequences and penalties; children who are age ten years or older by September 1 shall sign a statement indicating receipt of such written statement of possible consequences and penalties. After two reasonable attempts by the school to secure such signature or signatures, the school shall be considered to be in compliance with this subsection if it sends a copy of the statement, via certified mail, return receipt requested, or first-class mail, to such parent, guardian, or other person who has control or charge of a child or children. Public schools shall retain signed copies of statements through the end of the school year.

(d) Local school superintendents in the case of private schools, the Department of Education in the case of home study programs, and visiting teachers and attendance officers in the case of public schools shall have authority and it shall be their duty to file proceedings in court to enforce this subpart. The Department of Education shall coordinate with local school superintendents with respect to attendance records and notification for students in home study programs.

(e) An unemancipated minor who is older than the age of mandatory attendance as required in subsection (a) of this Code section who has not completed all requirements for a high school diploma who wishes to withdraw from school shall have the written permission of his or her parent or legal guardian prior to withdrawing. Prior to accepting such permission, the school principal or designee shall convene a conference with the child and parent or legal guardian within two school days of receiving notice of the intent of the child to withdraw from school. The principal or designee shall make a reasonable attempt to share with the student and parent or guardian the educational options available, including the opportunity to pursue a general educational development (GED) diploma and the consequences of not having earned a...
high school diploma, including lower lifetime earnings, fewer
to which the student will be qualified, and the inability
jobs for which the student will be qualified, and the inability
to avail oneself of higher educational opportunities. Every
avial oneself of higher educational opportunities. Every
local board of education shall adopt a policy on the process of
voluntary withdrawal of unemancipated minors who are older
than the mandatory attendance age. The policy shall be filed
with the Department of Education no later than January 1,
2007. The Department of Education shall provide annually to
all local school superintendents model forms for the parent or
guardian signature requirement contained in this subsection
and updated information from reliable sources relating to the
consequences of withdrawing from school without completing
all requirements for a high school diploma. Such form shall
include information relating to the opportunity to pursue a
general educational development (GED) diploma and the
consequences of not having earned a high school diploma,
including lower lifetime earnings, fewer jobs for which the
student will be qualified, and the inability to avail oneself of
higher educational opportunities. Each local school
superintendent shall provide such forms and information to all
of its principals of schools serving grades six through twelve
for the principals to use during the required conference with
the child and parent or legal guardian.

ATTENDANCE POLICY

STUDENTS PK-GRADE 12:

A student may not be absent from school or from any class or
school function during required school hours except for:

1. personal illness and when attendance in school would
   endanger his/her health or the health of others;
2. a serious illness or death in his/her immediate family
   that necessitates absence from school;
3. a mandate by order of governmental agencies,
   including pre-induction physical examinations for
   service in the armed forces, or by a court order;
4. a recognized religious holiday;
5. conditions that render attendance impossible or
   hazardous to the student’s health or safety;
6. registering to vote or voting for a period not to
   exceed one day;
7. medical, dental, or legal appointments that cannot be
   scheduled outside school hours;
8. attendance at a school-sponsored function approved
   by the principal;
9. serving as a Page of the Georgia General Assembly
   (20-2-692) (In this situation, students will be counted
   present in the same manner as a field trip.);
10. attending court proceedings related to the student’s
    foster care; or
11. any other absence not explicitly defined in LCSS
    policy JB-Student Attendance but deemed to have
    merit based on circumstances as determined by the
    Superintendent of Schools or his/her designee.

Excuses for absences shall be furnished in writing, shall be
signed by the student’s parent or guardian and shall

specify the reason for the absence. All excuses shall
be dated and brought to the school within three (3) days after
the student’s absence. All excuses will be evaluated by the
principal or a designee to determine if the absence is excused
or unexcused. A student may be absent from school with
the parent’s permission but for a reason not approved by the
school. In this case, the student has an “unexcused absence.”
A school social worker will be notified when a student
accumulates five (5) unexcused absences, tardies, or early
sign-outs at the school.

If a student’s parent or legal guardian is in military service in
the armed forces of the United States or the National Guard,
and that parent or legal guardian has been called to duty for or
is on leave from overseas deployment to a combat zone or
combat support posting, the student will be allowed up to 5
excused absences during the school year to visit with his or
her parent or legal guardian who has been called to duty, is on
leave from or has immediately returned from deployment to a
combat support posting. The student must submit appropriate
military generated written documentation, such as a blanket
order or for R&R, a leave form, (DA 31). The Liberty County
School System encourages students to submit the
documentation prior to the absences occurring. However, in
order for the absence to be excused, the documentation must
be received no later than the 3rd school day after the student’s
return to school. Any days used in excess of 5 days for this
purpose will be unexcused and the student will not be allowed
to make up missed work and/or tests for credit.

A student whose parent or legal guardian is currently serving
or previously served on active duty in the armed forces of the
United States, in the Reserves of the armed forces of the
United States on extended active duty, or in the National
Guard on extended active duty may be granted excused
absences, up to a maximum of five school days per school
year, not to exceed two school years, for the day or days
missed from school to attend military affairs sponsored events,
provided the student provides documentation prior to the
absence(s).

ATTENDANCE COMMITTEE

A student shall not be absent from school or from any class or
other required school activity unless with prior written
permission of the principal or designee except for illness or
other reasons shown in the Attendance section. No student
shall encourage, urge or counsel other students to violate this
policy.

Each school will establish an Attendance Committee, which is
a standing committee composed of five members appointed by
the principal and chaired by an administrator. The team is
responsible for monitoring student absences to reduce truancy,
tardies, and early checkouts. When a student has accumulated
five unexcused absences, the team will meet to review the
attendance issue and create an attendance plan with the parent.
In the interest of improved student performance, school safety, a reduction in student disruptions, and improved student self esteem, the Liberty County Board of Education has enacted a mandatory uniform dress code policy for all students in kindergarten through grade twelve. School administrators will be responsible for making final determinations as to whether a student’s attire or appearance is in conflict with the written procedures.

The following clothing styles and colors will be considered appropriate:

1. Solid navy or khaki pants, skirts, jumpers with approved tops, uniform dresses with sleeves, skirts (skirts with shorts), and shorts are allowed. Shorts, skirts, jumpers, dresses and skorts must not be more than three inches above the top of the knee cap.
2. Only solid white or navy polo shirts will be allowed. Blouses and button down shirts are no longer allowed. One additional color has been chosen by each school.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>SHIRT COLORS</th>
<th>PANTS/ SKIRTS/SHORT S COLORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Button Gwinnett</td>
<td>White/ Navy/ Red</td>
<td>Navy/Khaki/Black</td>
</tr>
<tr>
<td>Frank Long</td>
<td>White/ Navy/ Burgundy</td>
<td>Navy/Khaki/Black</td>
</tr>
<tr>
<td>Joseph Martin</td>
<td>White/ Navy/ Red</td>
<td>Navy/Khaki/Black</td>
</tr>
<tr>
<td>Liberty Elementary</td>
<td>White/ Navy/ Black</td>
<td>Navy/Khaki/Black</td>
</tr>
<tr>
<td>Lyman Hall</td>
<td>White/ Navy/ Red</td>
<td>Navy/Khaki/Black</td>
</tr>
<tr>
<td>Taylors Creek</td>
<td>White/ Navy/ Baby/Light Blue</td>
<td>Navy/Khaki/Black</td>
</tr>
<tr>
<td>Waldo Pafford</td>
<td>White/ Navy/ Gold</td>
<td>Navy/Khaki/Black</td>
</tr>
</tbody>
</table>

Please contact the school for the exact shade of each shirt color.

Uniforms must also abide by the following guidelines:

1. Shirts may have a school insignia, but no other ornamentation, including labels, are allowed on any clothing; (Buttons and tabs that are part of the garment when purchased are not considered ornamentation);
2. No denim, knit pants, jogging or cargo pants, “skinny” pants, or skater pants;
3. No zippers on pockets or pant legs;
4. Shorts and pants cannot have pockets on the legs; and
5. Uniforms must be worn at the natural waist. They cannot be inappropriately revealing or oversized and baggy, so as to allow sagging of the pants. If belts have buckles, they must not be oversized nor have any writing that is considered offensive.

**Accessories**

1. Shoes must be a matched pair and be enclosed and fastened/tied properly;
2. Solid color sweaters, sweatshirts, or hoodies and without an insignia (color appropriate to the school or the color white) may be worn over uniform shirts. Upon entering the school, a student must remove the hood to his/her hoodie.
3. Coats and jackets must be worn open in the building;
4. Solid white, gray, or black T-shirts, or a color appropriate to the school, may be worn under uniform shirts. Solid colored turtlenecks (white or a color appropriate to the school) may be worn under uniform shirts;
5. No manner of clothing, jewelry, button, or pin may display drugs, cigarettes, sexually suggestive items, alcohol, profanity, gang related logos or messages, or pictures or words that are determined to be distracting or demeaning to others by the school’s administrators;
6. Hats, caps, sweatbands, bandanas, sunglasses, and other head coverings (such as shower caps) inside the building are not permitted;
7. Pierced earrings are permissible when worn in the earlobes as designed. Other body piercings are not permitted to be visible at school. Students may not wear at school items such as nose rings, nose pins, tongue rings, tongue pins, or any jewelry to accessorize facial or body piercings;
8. Chains, wallet chains, and spiked jewelry are not allowed on campus or at school related activities;
9. Only tights, hose, leggings, or socks may be worn under uniforms.

**Dress Down Days**

School administrators will be able to allow “Dress Down Days” occasionally as a motivator or reward. Dress on these days should follow the Liberty County Dress Policy for dress down days as listed in the Code of Conduct. School administrators will also have the authority to allow groups to modify their dress on given days to allow for special programs and/or situations. This could include cheerleaders, sports teams, Boy Scouts, Girl Scouts, etc.
Liberty County Elementary Dress Code Requirements for
Dress Down Days

1. Shoes must be worn at all times for health and safety reasons. The following are not permitted: shoes which damage the carpet or floors, bedroom shoes, flip flops, shoes with wheels, Crocs, or shoes with heels over 1 ½ inch in height;
2. Hats, caps, sweatbands, and sunglasses worn inside the building are not permitted except on specified days or particular situations as determined by the school’s administrators;
3. Halter tops, midriffs, muscle shirts, net shirts, cutaways, pajamas, lounging pants, clothing with words across the seat, or any garment that shows the stomach or waistline in the back are not permitted;
4. Sleeveless tops must have a strap of at least two (2) inches in width across the shoulders. Revealing necklines are not permitted;
5. Sheer garments worn as the primary garments are not permitted;
6. Pants must be worn at the natural waist. They cannot be inappropriately revealing or oversized and baggy, so as to allow sagging of the pants. Belt buckles must not be oversized nor have any writing that is considered offensive;
7. Clothing with suggestive words or pictures are not permitted;
8. Overalls must be fastened;
9. Bicycle shorts are not permitted;
10. Shorts and skirts must not be more than three inches above the top of the kneecap.
11. Shorts must be worn under skirts when the child is participating in rigorous physical activity;
12. Clothing that is torn, ripped, or unhemmed either by accident or style is not permitted;
13. Extreme color/hairstyles, make-up, etc. must not be a distraction, immodest, inflammatory, or offensive;
14. Pierced earrings are permissible when worn in the earlobes as designed. Other body piercings are not permitted to be visible at school. Students may not wear at school items such as nose rings, nose pins, tongue rings, tongue pins, or any jewelry to accessorize facial or body piercings; and,
15. No manner of clothing, jewelry, button, or pin may display drugs, cigarettes, sexually suggestive items, alcohol, profanity, gang related logos or messages, or pictures or words that are determined to be distracting or demeaning to others by the school’s administrators.

School Dress Code Closets
Each school will maintain a uniform dress closet. This will contain a variety of sizes of uniforms for students who are newly enrolled or are noncompliant.

Newly Enrolled Students
Students enrolled in the school system after the first day of school will be given ten (10) school days to prepare adequately for the dress code policy. Until that time they may borrow uniforms from the Uniform Dress Closet without penalty. However, students must wear a school uniform each day.

Noncompliance Procedures
Each school will strive to achieve full compliance within the guidelines of the Uniform Dress Code Policy. Since noncompliance interferes with the smooth operation of the school, the plan listed below has been developed to address students who do not comply with the required dress code procedures. If a student comes to school out of uniform, the following measures will be taken. A uniform will be provided to the student which will be returned at the end of the day as well as:

1st Occurrence ~ The teacher will send home a letter from the administration.
2nd Occurrence ~ The teacher will send home a letter from the administration and call the parent or guardian.
3rd Occurrence ~ A conference will be set up between an administrator and the parent to address the problem and develop a solution.
4th Occurrence ~ School officials will administer punishments as set up under Level I in the Code of Conduct.
5th & Additional Occurrences ~ School officials will administer punishments as set up under Levels I or II in the Code of Conduct.

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In the interest of improved student performance, school safety, a reduction in student disruptions, and improved student self esteem, the Liberty County Board of Education has enacted a mandatory uniform dress code policy for all students in kindergarten through grade twelve. School administrators will be responsible for making final determinations as to whether a student’s attire or appearance is in conflict with the written procedures.

The following clothing styles and colors will be considered appropriate:

1. Solid khaki pants, skirts, and uniform dresses (with sleeves) no shorter than 3 inches above the knee. Shorts and pants cannot have pockets or zippers on the legs.
2. Jumpers (sleeveless and of khaki color) worn with a shirt or blouse already specified in the dress code and uniform dresses with sleeves will be acceptable.
3. Solid white polo or collared shirts and blouses will be allowed. Additional colors have been chosen by each middle or high school.

### SCHOOL SHIRT COLORS

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>SHIRT COLORS</th>
<th>PANTS/SHORTS/SKIRTS COLORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bradwell Institute</td>
<td>White/Royal Blue</td>
<td>Khaki/Navy/Black</td>
</tr>
<tr>
<td>Lewis Frasier Middle</td>
<td>White/Navy/Red</td>
<td>Khaki/Navy/Black</td>
</tr>
<tr>
<td>Liberty County High</td>
<td>White/Black</td>
<td>Khaki/Navy/Black</td>
</tr>
<tr>
<td>Midway Middle</td>
<td>White/Navy/Black</td>
<td>Khaki/Navy/Black</td>
</tr>
<tr>
<td>Snelson Golden Middle</td>
<td>White/Navy/Gold</td>
<td>Khaki/Navy/Black</td>
</tr>
<tr>
<td>Horizons Learning Center</td>
<td>Yellow/White</td>
<td>Khaki/Navy/Black</td>
</tr>
</tbody>
</table>

Please contact the school for the exact shade of each color.

Uniforms must also abide by the following guidelines:

1. Shirts may have a school insignia, but no other ornamentation is allowed on any clothing;
2. Shirts must not show cleavage.
3. No denim, jogging, cargo pants, or leggings allowed.
4. No zippers or pockets on pant legs; and,
5. Uniforms must be worn at the natural waist. They cannot be inappropriately revealing or oversized and baggy, so as to allow sagging of the pants. Belts must be worn if pants or skirts have belt loops. Belts must be solid and unadorned navy, black, brown, white, or khaki. Belts and belt buckles must not be oversized nor have any writing or symbols.

### Accessories

1. Shoes must be a matched pair and must be enclosed at the front and fastened/tied properly. Shoes with wheels and Crocs are not allowed. Bedroom shoes and slippers are not allowed.
2. Solid color sweaters, sweatshirts, or hoodies without an insignia (color appropriate to the school or the color white) may be worn over uniform shirts. Upon entering the school, a student must remove the hood to his/her hoodie.
3. Letterman jackets and official school jackets (in school colors with the school name or logo on it) are allowed on days designated by the school principal. Hoods must be removed upon entering the building.
4. Students in middle and high school are permitted to wear coats, jackets, and hoodies (school color or the color white) in class. Coats and jackets should be unzipped and light weight. Upon entering the school, a student must remove the hood to his/her coat, jacket, or hoodie.
5. Solid white, gray, or black T-shirts, or a color appropriate to the school, may be worn under uniform shirts. Solid color turtlenecks (white or a color appropriate to the school) may be worn under uniform shirts;
6. No manner of clothing, jewelry, button, or pin may display drugs, cigarettes, sexually suggestive items, alcohol, profanity, gang related logos or messages, or pictures or words that are determined to be distracting or demeaning to others by the school’s administrators;
7. Hats, caps, sweatbands, sunglasses, and other head coverings (such as shower caps) inside the building are not permitted. These items are only allowed outside the building and must not obscure the person’s identity. Bandanas are not allowed on school property.
8. Pierced earrings are permissible when worn in the ear as designed. Other body piercings are not permitted to be visible at school. Students may not wear at school items such as nose rings, nose pins, tongue rings, tongue pins, or any jewelry to accessorize facial or body piercings;
9. Facial hair must be neatly trimmed;
10. Chains, wallet chains, and spiked jewelry are not allowed on campus or at school related activities;
11. Only tights, hose, leggings, or socks may be worn. No hose with designs may be worn.
12. Students enrolled in JROTC will be permitted to wear approved program uniforms.

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Dress Down Days
School administrators will be able to allow “Dress Down Days” occasionally as a motivator or reward. Dress on these days should follow the Liberty County Dress Policy for dress down days as listed in the Code of Conduct. School administrators will have the authority to allow groups to modify their dress on given days to allow for special programs and/or situations. This could include cheerleaders, sports teams, Boy Scouts, Girl Scouts, etc.

All teachers will enforce the above items on a daily basis each period. Should a student not be in compliance with the dress code, he/she will be required to comply before returning to class. All students must comply with the above dress code for the entire school day including during physical activity time, during PE, JROTC, etc. This includes cheerleaders/dance team, flag corps, and other groups except during performances. Violation of the dress code will result in a Level I or Level II Discipline depending upon the severity and frequency of the offense.

Middle School and High School Dress Code Requirements for Dress Down Days

1. Shoes must be worn at all times, tied securely, and firmly anchored to the feet. No shower shoes, bedroom shoes, shoes with wheels, slippers, roller blades, or crocs are allowed;
2. Shirts must be long enough so there are no bare midriffs;
3. No manner of clothing, jewelry, button, or pin may display drugs, cigarettes, sexually suggestive items, alcohol, profanity, gang related logos or messages, or pictures or words that are determined to be distracting or demeaning to others by the school’s administrators;
4. All shirts/dresses/tops must be fitted around the arm so that undergarments are not exposed. The width of the strap over the shoulder must be at least two (2) inches. No low-cut, revealing shirts are allowed;
5. Hats, caps, sweatbands, bandannas, sunglasses, and other head coverings (such as shower caps) inside the building are not permitted;
6. Leggings are not permitted;
7. Shorts and pants must be free of deliberate holes and tears;
8. Shorts, skirts, and jumpers must have a sewn hem and must not be more than three inches above the top of the kneecap. Splits in skirts must follow the same rule;
9. Facial hair must be neatly trimmed;
10. Pants must be worn at the natural waist. They cannot be inappropriately revealing or oversized and baggy, so as to allow sagging of the pants. Belts must be worn if pants, skirts, or shorts have belt loops. Belt buckles must not be oversized nor have any writing that is considered offensive;
11. Sheer garments are not permitted;
12. If pants, shorts, or skirts have straps which fit over the shoulders, the straps must be fastened in front and back of clothing and must be worn on the shoulders;
13. Pierced earrings are permissible when worn in the earlobes as designed. Other body piercings are not permitted to be visible at school. Students may not wear at school items such as nose rings, nose pins, tongue rings, tongue pins, or any jewelry to accessorize facial or body piercings;
14. Chains, wallet chains, and spiked jewelry are not allowed on campus or at school related activities.

Middle School & High School: School Dress Code Closets
Each school will maintain a uniform dress closet. This closet will contain a variety of sizes of uniforms for students who are newly enrolled or are noncompliant.

Middle School & High School: Newly Enrolled Students
Students enrolled after the first day of school will be given ten (10) school days to prepare adequately for the dress code policy. Until that time they may borrow uniforms from the Uniform Dress Closet without penalty. However, students must wear a school uniform each day.

Middle and High School: Non-compliance Procedures
Each school will strive to achieve full compliance within the guidelines of the Uniform Dress Code Policy. Since non-compliance interferes with the smooth operation of the school, the plan listed below has been developed to address students who do not comply with the required dress code procedures.

1st Occurrence ~ The teacher will send home a letter from the administration.
2nd Occurrence ~ The teacher will send home a letter from the administration and call the parent or guardian.
3rd Occurrence ~ A conference will be set up between an administrator and the parent to address the problem and develop a solution.
4th Occurrence ~ School officials will administer punishments as set up under Level I in the Code of Conduct.
5th & Additional Occurrences ~ School officials will administer punishments as set up under Levels I or II in the Code of Conduct.
LIBERTY COUNTY PUBLIC SCHOOLS
ACCEPTABLE USE POLICY/PROCEDURES

Internet access is available in the Liberty County School System. We are very pleased to bring this access to our schools and believe the Internet offers vast, diverse and unique resources to our students and staff. Our goal in providing this service is to promote educational excellence in the curriculum by facilitating communications for resource sharing and innovation.

On a global network it is impossible to control all materials and an industrious user may discover controversial information. In an effort to provide a safe environment for our users, a monitoring system has been deployed within the Liberty County Wide Area Network. It is the position of the Liberty County School System (LCSS) that the valuable information and interaction available on this worldwide network far outweigh the possibility that users may procure material that is not consistent with the educational goals of this system.

If you do not want your child to have internet access at school, you must notify the school principal, in writing, of your objection within ten (10) days of the student’s enrollment.

Internet Guidelines

The Liberty County School System guidelines are provided so that users are aware of the responsibilities they are about to accept.

If a LCSS user violates any of the following provisions, his or her access may be terminated. Disciplinary actions may be taken which could result in appropriate legal action being initiated.

If a Liberty County School System student violates any of the following provisions, his or her access may be terminated. Disciplinary actions may be taken which could result in suspension or appropriate legal action being initiated.

The site administrator or designee will investigate allegations of student violations of Internet Acceptable Use Policy/Procedures. The student will be notified and provided an opportunity to respond to the allegations. Activities on the Internet that are in violation of the Liberty County School System Code of Conduct will be handled in accordance with that code. The student’s parent(s) and appropriate legal authorities will be contacted if there is any suspicion of illegal activity.

Internet - Terms and Conditions

Privileges: The use of the Internet is a privilege, not a right, and inappropriate use may result in cancellation of this privilege. Every LCSS user must participate in an orientation session concerning the appropriate educational use of the Internet and sign a User Internet Agreement Form at least annually. (Employees/Parents – User Agreement Form and Students – Code of Conduct signature page)

Usage Guidelines:

A. Internet

1. Do not reveal personal information or that of others, such as home address or home phone number unless utilizing an approved application deemed appropriate by the superintendent or his/her designee.
2. Do not search for or access inappropriate sites.
3. Do not view or transmit any racist, sexist, pornographic, obscene, or threatening material.
4. Do not make solicitations or purchases of a personal nature.
5. Do not conduct unethical or illegal activities of any kind.
6. Do not conduct commercial, for-profit activities.

Downloading of any copyrighted material requires permission from the owner of the materials and should adhere to Federal Copyright Laws - http://www.copyright.gov/

B. Social Media Procedures

The district recognizes the use of online social media networks as a communications and e-learning tool. As a result, the district provides password-protected, innovative social tools for e-learning and collaboration purposes. However, public social media networks may not be used for classroom instruction without prior consent of the superintendent or designee. The district may use publicly available social media for fulfilling its responsibility for effectively communicating in a timely manner with the general public, through designated employees at the direction of the superintendent or designee.

Procedures for iPads Issued to Students

A. School district technological resources are provided for school-related purposes. Acceptable uses of such technological resources are limited to responsible, efficient and legal activities that support learning. Use of school district technological resources for political purposes or for commercial gain or profit is prohibited. Student personal use of school district technological resources for amusement or entertainment is also prohibited.

B. School district technological resources are installed and maintained by members of the Technology Department. Students and employees shall not attempt to perform any installation or maintenance without the permission of the Technology Department.

C. Under no circumstance may software purchased by the school district be copied for personal use.

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D. Students and employees must comply with all applicable laws, including those relating to copyrights and trademarks, confidential information, and public records. Any use that violates state or federal law is strictly prohibited. Plagiarism of internet resources will be treated in the same manner as cheating, as stated in the Student Code of Conduct.

E. No user of technological resources, including a person sending or receiving electronic communications, may engage in creating, intentionally viewing, accessing, downloading, storing, printing or transmitting images, graphics (including still or moving pictures), sound files, text files, documents, messages or other material that is obscene, defamatory, profane, pornographic, harassing, abusive or considered to be harmful to minors. All users must comply with Board Policy on bullying, when using school district technology.

Warranties

The Liberty County School System makes no warranties of any kind, whether expressed or implied, for the service it is providing. The Liberty County School System will not be responsible for any damages you may suffer. This includes loss of data resulting from delays, non deliveries, misdeliveries, or service interruptions caused by network failure or your own errors or omissions.

Supervision and Monitoring

It shall be the responsibility of all members of the LCSS staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children’s Internet Protection Act.

Procedures for the disabling or otherwise modifying of any technology protection measures shall be the responsibility of the Chief Academic Officer or designated representatives.

CIPA BACKGROUND

Full text of the Children’s Internet Protection Act

FCC regulations implementing CIPA; FCC 01-120

Network Safety and Security

The Liberty County School System uses multiple filtering mechanisms to choose, access, and manage the type and level of online information that is most appropriate and relevant to the system’s educational needs and goals. The filtering mechanisms in place use both machine based learning algorithms to continuously comb, analyze, and catalog web traffic. Human interaction is often required in the review process. All network traffic, encrypted and non-encrypted, is monitored and cataloged on all Liberty County School System equipment and networks.

Software, hardware, and websites that are used to bypass filtering mechanisms are prohibited on all school-owned equipment and personal equipment while connected to the Liberty County School System network. These items are often referenced as proxies and anonymizers.

To maintain a positive network experience all personally owned devices, for classroom use or personal use, require approval before being connected, via wired or wirelessly, to the Liberty County School System network. Devices that broadcast or create their own personal networks, often called ad-hoc or wi-fi direct networks, are required to have all wireless transmissions disabled to reduce interference with the Liberty County School System wireless network.

Vandalism

Vandalism will result in immediate cancellation of privileges and possible disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy. The use of LCSS computer equipment should not be used for unauthorized access to other networks.

User Information

All LCSS users must complete and return a new Internet Procedures Agreement form at least annually. (Employee/Parent-Internet Agreement Form and Student Code of Conduct Signature Form)

Acceptance

All terms and conditions as stated in this document are applicable to the Liberty County School System. These terms and conditions reflect the entire agreement of the parties and supersede all prior oral or written agreements and understanding of the parties. These terms and conditions shall apply to the laws of the State of Georgia and the United States of America.
Student Electronic Communication Guidelines

Students being assigned an email and/or a network account by the Liberty County Schools Technology Department must follow certain guidelines.

Guidelines

1. Student will use their email account and network login for course-related activities only.
2. Students will NOT share their email or network password with anyone.
3. Students will NOT use the email account to conduct commercial or for-profit business activities.
4. Student will NOT view or transmit any racist, sexist, pornographic, obscene, or threatening material.
5. Student will NOT download any materials that are not related to course work.
6. Email correspondence will be monitored by the onsite advisor for the online course.
7. Student will NOT upload viruses to or destroy data on the Liberty County School System network. This is considered vandalism and will result in immediate cancellation of privileges and possible disciplinary action.
Liberty County Schools will continue upon the Liberty Learning Experience this school year. This will afford all students the opportunity to participate in a 1:1 learning environment. The iPad is a great educational tool that allows our students to learn via the most innovative methods currently available in Liberty County.

PERSONAL RESPONSIBILITY

- iPad must be kept in the school issued case at all times.
- Bring your iPad to school each day.
- Fully charge your iPad daily.
- Use only your assigned school email account (if applicable).
- Keep iPad on a flat stable surface when in use.
- Notify teacher or administrator if iPad is stolen or damaged. Must be reported to school personnel and a police report filed within 5 days of the device missing. When an iPad is deemed stolen, LCSS will use mobile theft management to locate, disable, and lock the iPad. If you do not have insurance and the iPad is not recovered, you will be held responsible for the cost of replacement ($349.00).
- Maintain possession of the iPad and refrain from leaving the device unattended at any time. iPad may only be used by the student to whom it is assigned.
- Accept accountability for negligent or intentional damages or loss.

iPad insurance is available for purchase through the Liberty County School System.

iPad Insurance will cover the following:
- Accidental Damage (includes drops/cracked screens/liquid spills)
- Fire/Flood Damage
- Theft (must be reported to school personnel within 5 days of the device missing)
- Power Surge Due to Lightning
- Natural Disasters
- Liquid Submersion

If students choose to not purchase insurance, students will be held accountable for the repair/replacement cost.

REPLACEMENT COSTS FOR MISSING OR DAMAGED ITEMS

- Lost iPad: $349.00 (if insurance is not purchased)
- STM Dux Case: $30.00
- Cracked iPad Screen: $50.00 (if insurance is not purchased)
- Sling bag: $15.00 (Strap Only: $4.00)

*Sling bag, iPad case, iPad charging cord, and iPad charging block are NOT covered under insurance and student will be responsible for all damages or loss.

RESPECT (SELF, PROPERTY, OTHERS)

- Keep iPad screen clean with a soft clean cloth.
- Keep iPad free of any decorative items.
- Use the camera feature only when instructed to do so and obtain permission before taking photos/videos of others. (Taking images/videos of any person or event without consent is unacceptable.)
- Camera use in restrooms and locker rooms is strictly prohibited.
- Do not access or store inappropriate images/videos on the iPad. Inappropriate images/videos include but are not limited to: weapons, pornographic materials, inappropriate language, tobacco, alcohol, drugs, and/or gang related symbols or pictures. Use of inappropriate pictures on the iPad will result in disciplinary actions per LCSS Student Code of Conduct.
- Do not load social media and/or texting apps on the iPad.
- Sound must be muted at all times or ear buds/headphones used unless allowed by the teacher for instructional purposes.
- Handle iPad (school property) safely and respectfully.
- Keep iPad from being exposed to extreme temperatures.
- Keep iPad away from water and/or wet surfaces.
- Stay focused on the assigned application on the iPad.
- Keep personal information about yourself and others off the iPad. (This includes personal Apple IDs.)

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**INDIVIDUAL READINESS**

- The iPad has limited storage and educational use has top priority. If non-educational, personal content is on the iPad and storage space is needed, personal content must be deleted to make room for educational content.
- Backup your iPad regularly to your school assigned Google Drive account.
- A list of recommended apps can be found on the school or county website. This will allow learning to be extended beyond the school day.
- Personalize learning by organizing and storing documents, notes, and other files on iPad.
- LCSS will push down all required school-purchased apps. Individual teachers may require additional apps.
- iPad must be fully charged each day and carried inside the school issued case and sling bag.

**DEMONSTRATED LEARNING**

- Use iPad appropriately for instructional activities.
- Be open to learning new things.
- Commit to learning the correct and appropriate use of applications.
- Stay focused on the assigned application on the iPad

**EFFECTIVE BEHAVIORS**

- Setting up wireless networks on the iPad is allowed in order to have wi-fi access outside of school.
- All iPad apps added by the system must remain on the iPad.
- iPad must be surrendered respectfully, at LCSS staff member’s request, to ensure required apps are present and no inappropriate content has been added.
- The iPad will be turned in at the end of each school year. Students who graduate early, withdraw, are expelled, and/or terminate enrollment for any other reason must return the iPad on date of termination. Failure to do so may result in fines.
- Resist peer pressure when working with iPad on/off campus.
- Accept all restrictions and boundaries in place for iPad use.
- Do not bypass the filtering system, as doing so will result in violation of the student code of conduct. (This includes any VPN apps or websites that can be used in any way to bypass the filter to unlock/unblock websites and apps.)
The Liberty County School System uses a multi-tiered behavior prevention and intervention framework to address a student’s behavioral problems. The system blends the Positive Behavioral Interventions and Supports (PBIS) model with the Response to Intervention (RTI) multi-tiered framework to provide a holistic approach to student interventions. Students who demonstrate a need to progress through the upper levels of the framework will experience a more specialized approach to interventions that is directed toward the student’s individual needs. The framework provides comprehensive student behavior intervention practices that increase the potential for a student to overcome behavioral as well as academic deficiencies.

The process of disciplining students will include due consideration, as appropriate in light of the severity of the behavioral problem, and of student support services that may help the student address behavioral problems. When a student is recommended for a behavior support plan, it will include support strategies that build on the strengths of students and establishment of individual goals, relevant benchmarks, and a time frame for accomplishment.

**Multi-Tiered Behavior Framework**

**Tier 1**
- Schools will incorporate Positive Behavioral Interventions and Supports (PBIS).
- Universal school-wide expectations, rules, and procedures serve as the standards for behavior with PBIS.
- Teachers will use preventive strategies of the PBIS system to handle classroom disruptions.

**Tier 2**
- Teachers will consult with the grade level Response to Intervention (RTI) team to develop behavior strategies that can be implemented within the classroom to redirect student misbehaviors.
- Teachers may extend invitation to the Behavior Modification Specialist to attend grade level RtI team meeting for consultation purposes for behavior modifications.
- Behavior Modification Specialist may complete a classroom observation of students considered for referral to Tier 3 for early intervention of student behavior.
- Based on RTI documentation, the student may receive more intensive individualized behavior interventions to be progress monitored by teachers, administrators, and the assigned Behavior Modification Specialist.

**Tier 3**
- Parents may have the option of receiving additional support and assistance from outside agencies following a referral from the Local Interagency Planning Team (LIPT)
- The Behavior Modification Specialist may observe and provide feedback to the RtI team and school administration. A specific behavior plan may be created and closely monitored.
- If the behavior(s) continue(s), the student may be referred for a formal evaluation process to determine if he/she is eligible for Tier 4 services.

**Tier 4**
- Special Education Services
CHRONIC DISCIPLINARY PROBLEMS

“Chronic disciplinary problem student” means a student who exhibits a pattern of behavioral characteristics which interfere with the learning process of students around him or her and which are likely to recur. Students who exhibit consistent patterns of misconduct that interfere with the rights of others to learn will be identified as Chronic Disciplinary Problem Students. Local board policies shall require the filing of a discipline referral by a teacher documenting a student’s violation of the student code of conduct which repeatedly or substantially interferes with the teacher’s ability to communicate effectively with the students in his or her class or with the ability of such student’s classmates to learn within one school day of the most recent occurrence of such behavior. The discipline referral shall be filed with the principal or principal’s designee, shall not exceed one page, and shall describe the behavior. The principal or principal’s designee shall, within one day of receiving such report, send to the student’s parents or guardians a copy of the referral, and information regarding how the principal or his/her designee may be contacted. The principal or his/her designee shall send written notification to the teacher and to the student’s parents or guardians of the student support services being utilized or the disciplinary action taken within one school day and shall make a reasonable attempt to confirm receipt of such written notification by the student’s parents or guardians. Written notification shall include information regarding how student’s parents or guardians may contact the principal or principal’s designee. Parents may be asked to observe their child in class. A request may also be made that parents meet to assist in the devising the disciplinary and behavior correction plan. A student identified as a chronic disciplinary problem will be placed on a behavior support plan. Students who fail to correct their behavior after their behavior support plan has been developed and who continue to violate school rules may be subject to long term suspension, expulsion, or alternative placement pending a disciplinary tribunal hearing.
LCSS Pyramid of Interventions for Behavior

Tier 4
Special Education
After a formal evaluation process students have an individualized education plan.

System Level- The parent, school administrator, teachers of subjects for which the student is struggling Recommended: RTI school chair and system Behavior Modification Specialist.

School Level- A school administrator, the counselor, school social worker, school psychologist, the RTI school chair Recommended: representative from DEL office, RTI District Coordinator, and the system Behavior Modification Specialist

Tier 3
When a student continues to exhibit disruptive behaviors, the Behavior modification Specialist may observe classroom environment/location where the specific behaviors occur. She/he may provide feedback to the RtI team. A more in depth look at data occurs to help develop a specific behavior plan to address the student's needs.

Tier 2
Additional support is given when a student continues to exhibit inappropriate behaviors. The teacher may collaborate with grade level team members to decide on additional behavior interventions to support the student. Teacher will collect data over a period of time documenting the use of specified interventions. Example: Daily behavior logs.

Grade Level minimum of 3 teachers
Middle School Team minimum of 3 teachers
Department minimum of 3 teachers

Tier 1
Teachers use the PBIS model to promote positive behavior and to handle minor issues. They provide effective classroom management strategies for every student. At this level, behavior strategies are put in place at the first sign that a student is having problems in the classroom or other areas of the school environment. Example: Positive redirection with an explanation of desired behavioral expectation.

Classroom Teacher

Code of Conduct page-28
AUTHORITY OF THE SCHOOL ADMINISTRATOR

The administration may assign discretionary punishment as appropriate for all offenses covered, or not expressly covered, by the rules and levels of consequences contained in the following pages. Depending upon the offense and the circumstances, the alternative punishment might be given in lieu of or in addition to the progressive punishment outlined in this Code of Conduct.

Disciplinary action for violations of appropriate behaviors will include hearings and reviews. In all cases, the rights of individuals will be ensured and protected. The Liberty County School System will make every reasonable effort to administer the discipline code consistently in all schools. When applicable, individualized plans (i.e. IEP, 504, and SST) will be reviewed for appropriate consequences.

TEACHER AUTHORITY TO REMOVE A STUDENT FROM CLASS

A teacher shall have the authority to remove from his or her class a student who repeatedly or substantially interferes with the teacher’s ability to communicate effectively with the students in the class, or with the ability of the student’s classmates to learn, and where the student’s behavior is in violation of the Code of Conduct. After appropriate disciplinary action is taken, the student may be returned to the teacher’s class, assigned to another classroom, or assigned to another alternative education setting. Local board policies relating to student Codes of Conduct shall provide that each local Superintendent shall fully support the authority of principals and teachers in the school system to remove a student from the classroom, including establishing and disseminating procedures.

STUDENT SEARCHES

Student cars brought on campus, student book bags and other containers, pocketbooks/purses, school lockers, desks, and other school property, including school buses, shall be subject to inspection and search by school authorities at all times without further notice to students or parents. Such searches may be conducted using search dogs or hand-held metal detectors.

The Liberty County School System reserves the right to use “walk-through” and “hand-held” metal detectors and search dogs at any school function, including activities which occur outside normal school hours or off the school campus. These metal detectors will be used at the discretion of administrators.

In the event that a specific student is reported or suspected of having weapons, drugs, or other materials in violation of school rules, school district policy or state law, his/her person may be searched. Full random searches will be conducted by school officials and/or law enforcement.

PROGRESSIVE DISCIPLINE PLAN FOR SCHOOLS

The LCSS progressive discipline plan is divided into four levels. Each level represents progressively more serious misbehavior and consequences. The level of discipline imposed shall be based on the severity of the misbehavior, that the previous discipline history of the student and other relevant factors will be taken into account; and that all due process procedures required by federal and state law will be followed. In addition, the number of out-of-school suspension (OSS) days for certain offenses for high school students is less than for middle school students because high school students on block scheduling miss the equivalent of one and one-half days of instruction in each class for each day out of school. High school students would receive additional disciplinary actions as appropriate. Disciplinary actions are designed to teach students self-discipline and to help them substitute inappropriate behaviors with those that are consistent with the character traits/qualities from Georgia’s Character Education Program.

In the event a student is suspended from school, he/she will be given the opportunity to complete assignments at home during the term of his/her suspension. All assignments will be due the first day the student returns to school following his/her suspension. The student will make up tests/exams (those given during the term of the suspension) upon returning to school.

Level I Discipline

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

Elementary (PK-Grade 5)

Professional staff may utilize any of the discipline management techniques appropriate for the situation, including, but not limited to, the following:

1. Loss of recess or other free choice time;
2. Isolation during lunch;
3. Classroom isolation from peers;
4. Student participation in conference with parent/guardian and teacher; and/or
5. Participation in a school-service project which enables the student to be engaged in the desired character trait(s).

The principal may utilize any of the above discipline management techniques, and/or may employ:

1. Student participation in conference with parent/guardian, teacher, and/or principal;
2. restriction from school programs and special assemblies;
3. partial day in-school suspension (ISS);
4. full day in-school suspension (ISS) for one school day;
5. participation in a school-service project which enables the student to be engaged in the desired character trait(s);
6. participation in the cleaning/repair of any damage caused to the school-related environment; and/or
7. any other disciplinary technique that positively promotes the student Code of Conduct and desired character trait(s).

Middle /High Schools (Grades 6-12)
Professional staff may utilize any of the discipline management techniques appropriate for the situation, including but not limited to the following:

1. warning on first offense, teacher-student conference;
2. classroom detention after school
3. telephone call to parent; and/or
4. referral to a counselor.

The principal or assistant principal may utilize any of the above discipline management techniques, and/or may employ:

1. student participation in conference with parent/guardian, teacher, and/or principal;
2. assignment to after-school detention hall
3. assignment to Saturday School; and/or
4. any other disciplinary technique that positively promotes the student Code of Conduct and desired character trait(s).

Level II Discipline

Level II discipline offenses are intermediate acts of misconduct which require administrative intervention. These acts include, but are not limited to, repeated, but unrelated, acts of minor misconduct and misbehaviors directed against persons or property but which do not seriously endanger the health, safety, or well-being of others. Consideration of necessary behavior support services should be given if not already provided. Teachers are required to begin the Response to Intervention (RTI) process before a K-3 student can be suspended or expelled for more than five days per year.

Elementary (PK-Grade 5)

Students found to have committed a Level II offense (PK-Grade 5) may receive any of the discipline management techniques appropriate for the situation as determined by the principal or designee, including, but not limited to, the following:

1. Student participation in conference with parent/guardian, teacher, and/or principal;
2. restriction from programs and special assemblies;
3. assignment to lunchtime detention hall;
4. partial day in-school suspension (ISS);
5. full day in-school suspension (ISS) for up to five school days;
6. suspension from school for up to three school days, which shall include any time during which the student was subject to suspension pending investigation;
7. participation in the cleaning/repair of any damage caused to the school-related environment;
8. financial restitution for the repair of any damage caused to the school-related environment;
9. development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s);
10. participation in a school service project which enables the student to be engaged in the desired character traits(s); and/or
11. any other disciplinary technique that positively promotes the student Code of Conduct and desired character trait(s).

Middle/High Schools (Grades 6-12)

Students found to have committed a Level II offense may receive any of the discipline management techniques appropriate for the situation as determined by the principal or designee, including, but not limited to the following:

1. one to three days of in-school suspension (ISS);
2. one to three days of out-of-school suspension (OSS);
3. financial restitution for the repair of any damage caused to the school-related environment;
4. strict probation with a Behavior Support Plan; and/or
5. any other disciplinary technique that positively promotes the student Code of Conduct and desired character trait(s).

Level III Discipline

Level III discipline offenses are serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, serious disruptions of the school environment, threats to health, safety, or property and other acts of serious misconduct. These offenses must be reported to the principal. Offenses that threaten the health, safety, or well-being of others may result in immediate suspension of the student from the school and/or school-sponsored activities for up to ten school days pending disciplinary investigation of the allegations.

Student and parent/guardian participation in a conference with the principal is an element of all discipline actions in this category, even if such a conference has previously occurred. Initiation of necessary behavior support services should be given if not already provided. Teachers are required to begin the Response to Intervention (RTI) process before a K-3 student can be suspended or expelled for more than five days per year for repeated behavior. Due process procedures required by federal and state law will be followed. These may include such procedures as the school disciplinary tribunal and/or procedural safeguards provided by the Individuals with Disabilities Education Improvement Act.
Elementary (PK-Grade 5)
Students found to have committed a Level III offense may receive any of the discipline management techniques appropriate for the situation as determined by the principal or designee, including, but not limited to the following:
1. Restriction from programs and special assemblies;
2. Full day in-school suspension (ISS) for up to ten school days;
3. Suspension from school for up to five school days, which shall include any time during which the student was subject to suspension pending investigation;
4. Participation in the cleaning/repair of any damage caused to the school-related environment;
5. Financial restitution for the repair of any damage caused to the school-related environment;
6. Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior and the related character trait(s);
7. Participation in a school-service project which enables the student to be engaged in the desired character trait(s).

Middle/High Schools (Grades 6-12)
Students found to have committed a Level III offense may receive any of the discipline management techniques appropriate for the situation as determined by the principal or designee, including, but not limited to, the following:
1. Five days in-school suspension (ISS) for first offense;
2. Up to fifteen (15) days in-school suspension (ISS) for second and subsequent offenses;
3. Up to five days out-of-school suspension (OSS) for first offense;
4. In the event a student has been found to have committed an offense that requires a second long term out of school suspension (5 or more school days) he/she will be required to attend Destinations in lieu of out of school suspension.
5. Strict probation with a Behavior Support Plan;
6. Financial restitution for the repair or any damage caused to the school-related environment; and/or
7. Any other disciplinary technique that positively promotes the student Code of Conduct and desired character trait(s).

Level IV Discipline
Level IV discipline offenses are the most serious acts of misconduct. These offenses must be immediately reported to the principal. These violations are so serious that they require use of outside agencies and/or law enforcement. Such acts will also result in a referral to legal enforcement authorities. Any misconduct that threatens the health, safety, or well-being of others will result in immediate suspension of the student from the school and school-sponsored activities for up to ten school days, pending disciplinary investigation of the allegations. Student and parent/guardian participation in a conference with the principal is an element of all discipline actions in this category even if such a conference has previously occurred. Initiation of necessary behavior support services should be given if not already provided. Due process procedures required by federal and state law will be followed. These may include such procedures as the school disciplinary tribunal and/or procedural safeguards provided by the Individuals with Disabilities Education Improvement Act.

Elementary (PK-Grade 5)
Students found to have committed a Level IV offense will receive any of the discipline management techniques appropriate for the situation as determined by the principal or designee, including, but not limited to, the following:
1. Restriction from programs and special assemblies;
2. Suspension from school for up to ten school days, which shall include any time during which the student was subject to suspension pending investigation;
3. Participation in the cleaning/repair of any damage caused to the school-related environment;
4. Financial restitution for the repair of any damage caused to the school-related environment;
5. Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s);
6. Participation in a school-service project which enables the student to be engaged in the desired character trait(s);
7. Any other disciplinary technique that positively promotes the student Code of Conduct and desired character trait(s);
8. Expulsion.

Middle/High Schools (Grades 6-12)
Students found to have committed a Level IV offense will receive any of the discipline management techniques appropriate for the situation as determined by the principal or designee, including, but not limited to, the following:
1. Ten days out-of-school suspension (OSS) with a referral for a disciplinary tribunal hearing; charges will be filed with the appropriate law enforcement agency;
2. Strict probation with a Behavior Support Plan;
3. Financial restitution for the repair of any damage caused to the school-related environment;
4. Any other disciplinary technique that positively promotes the student Code of Conduct and desired character trait(s).
OFFENSES AND DISCIPLINARY ACTIONS

Most students come to school to learn. They observe the rules that have been established to assure that their schools are safe and orderly. We are proud of these young men and women. This section of the Code of Conduct explains what will happen to the very small percentage of students who choose not to comply with school rules.

Certain forms of misconduct and disobedience of school rules and board policy by students make it necessary for administrators to take disciplinary action. Disciplinary action is intended to correct or change students’ behavior and help them to become more productive members of the school community.

The standards for student behavior apply to all schools and rules whether they are enrolled at the school or on the campus as visitors or participants in activities. The standards for student behavior apply during school hours, at campuses that house grades PK-12 in the Liberty County School System. Students will be disciplined according to these school-sponsored activities, on school buses, and at school bus stops. They are designed to create the expectation that students will behave themselves in such a way as to facilitate a learning environment for themselves and other students, respect each other and school district employees, obey student behavior policies adopted by the local board of education, and obey student behavior rules established by individual schools.

All disciplinary options in the Code of Conduct are at the discretion of the school administrator. Individual circumstances; age and/or disability; student’s discipline history; severity of offense; degree of premeditation, impulse, or self-defense; and other factors may be taken into consideration when decisions are made with an attempt to be consistent and fair, and every effort will be made to protect the rights and dignity of the student.

It should be understood that the list of offenses that follows includes only those which are found to be the most common infractions of school rules. Because other forms of misbehavior are not listed does not mean that they will be permitted. Each classroom teacher will deal with general classroom disruptions by taking in-class disciplinary action, by making a personal phone call to students’ parents or guardians, and by scheduling conferences with parents/guardians and other school staff members.
## INAPPROPRIATE BEHAVIORS AND DISCIPLINARY ACTIONS

### LEVELS

<table>
<thead>
<tr>
<th>Level I: For minor acts of misconduct which interfere with orderly school procedures Teacher or professional staff member involved may discipline student or student may be referred directly to the principal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level II: For intermediate acts of misconduct which require administrative intervention; acts may be repeated, but unrelated; acts do not seriously endanger the health, safety, or well-being of others Consideration of necessary behavior support services should be given if not already provided</td>
</tr>
<tr>
<td>Level III: For serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, serious disruptions of the school environment, threats to health, safety, or property and other acts of serious misconduct. These offenses must be reported to the principal. May be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses).</td>
</tr>
<tr>
<td>Level IV: For the most serious acts of misconduct that must be reported to the principal and require the use of outside agencies and/or law enforcement. Such acts will also result in a referral to legal enforcement authorities. Any misconduct that threatens the health, safety, or well-being of others will result in immediate suspension of the student from the school and school-sponsored activities for up to ten school days, pending disciplinary investigation of the allegations.</td>
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### INAPPROPRIATE OR DISRUPTIVE BEHAVIOR

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<tr>
<td>Unlawful and intentional damage or attempted damage to any real or personal property by fire or incendiary devices.</td>
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<thead>
<tr>
<th>Assault (verbal), threats, intimidation on school personnel</th>
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<tbody>
<tr>
<td>No student will be allowed to threaten or intimidate an employee of the school in any way. Threats of physical force or violence are prohibited.</td>
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</table>

<table>
<thead>
<tr>
<th>Assault (physical) or battery on a school employee</th>
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<tr>
<td>No student will be allowed to use physical force or violence on an employee of the school.</td>
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<tr>
<th>Assault (verbal) of other students, including threatening violence or sexual harassment as defined pursuant to Title IX of the Education Amendments of 1972</th>
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<tbody>
<tr>
<td>No student will be allowed to threaten or intimidate another student of the school in any way. Threats of physical force or violence are prohibited. Physical gestures may be interpreted as a threat.</td>
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<tr>
<td>A student must refrain from making comments of a sexual nature, non-physical and unwelcome sexual advances, that offend or cause tension for others. A student may not make sexual advances, request sexual favors or be involved in sexual conduct of any nature, or indecent exposure at school or any school-related function, and must refrain from gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment. This includes physical assault or battery as defined in the glossary. The Liberty County School System encourages parents and guardians to inform their children of the consequences, including potential criminal penalties, of underage sexual misconduct and crimes for which a minor can be tried as an adult. Law enforcement may be notified.</td>
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<table>
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<tr>
<th>Assault (physical) or battery of other students or sexual battery as defined pursuant to Title IX of the Education Amendments of 1972</th>
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</thead>
<tbody>
<tr>
<td>No student will be allowed to cause bodily harm to another student of the school in any way. Intentional violence is prohibited. A student may not make sexual advances, request sexual favors or be involved in sexual conduct of any nature, or indecent exposure at school or any school-related function. This includes physical assault or battery as defined in the glossary. The Liberty County School System encourages parents and guardians to inform their children of the consequences, including potential criminal penalties, of underage sexual misconduct and crimes for which a minor can be tried as an adult. Students can make reports to prevent violence by calling toll free 1-877-SAY-STOP. Law enforcement may be notified.</td>
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<td>A person commits the offense of statutory rape when he or she engages in sexual intercourse with any person under the age of 16 years and not his or her spouse.</td>
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<td>INAPPROPRIATE OR DISRUPTIVE BEHAVIOR</td>
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<td><strong>Attendance Related</strong></td>
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<td>● Repeated or excessive unexcused absences or tardies: including</td>
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<td>failure to report to class, skipping class, leaving school without</td>
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<td>authorization, or failure to comply with disciplinary sanctions.</td>
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<td><strong>Battery</strong></td>
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<td>● Intentional physical attack of another person to intentionally cause</td>
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<td>harm. May or may not result in mild or moderate bodily injuries.</td>
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<td>● Intentional physical attack with the intent to cause bodily harm</td>
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<td>resulting in severe injuries to students and/or LCSS staff members</td>
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<td>or any physical attack on school personnel</td>
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<td>**Bomb threats, terrorist threats, false alarms, setting or causing</td>
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<tr>
<td>fires**</td>
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<tr>
<td>● It shall be unlawful for any person to manufacture, possess, transport,</td>
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<td>distribute, or use a hoax device or replica of a destructive device</td>
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<td>or detonator with the intent to cause another to believe that such</td>
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<td>hoax device or replica is a destructive device or detonator.</td>
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<td>● A person who transmits in any manner to a fire department, public</td>
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<td>or private, or to any other group which is organized for the purpose</td>
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<td>of preventing or controlling fires a false report of a fire, knowing</td>
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<td>at the time that there is no reasonable grounds for believing that</td>
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<td>such a fire exists, is guilty of a misdemeanor.</td>
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<td><strong>Breaking and Entering-Burglary</strong></td>
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<tr>
<td>● Unlawful or unauthorized forceful entry into a school building or</td>
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<td>vehicle (with or without intent to commit theft). (Note: The key</td>
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<td>difference between trespassing and breaking and entering is that</td>
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<td>trespassing does not include forceful entry into the school building)</td>
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<td><strong>Bullying</strong></td>
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<tr>
<td>● Refer to Appendix A in Code of Conduct.</td>
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<tr>
<td><strong>Cell phones/pagers/communication and other electronic devices</strong></td>
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<tr>
<td>(including electronic accessories)</td>
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<tr>
<td>● The Liberty County School System permits students to possess</td>
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<tr>
<td>communication devices on a limited basis. School principals will</td>
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<td>have the authority to set forth rules pertaining to student</td>
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<td>possession and use of such devices at their individual schools.</td>
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<td>If a student’s personal device causes a classroom disruption, the</td>
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<td>privilege of using this device in the classroom will be taken away.</td>
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<tr>
<td>When transitioning throughout the school, a student may only have</td>
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<td>one ear bud in his/her ear for safety reasons. The school is not</td>
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<td>responsible for searching/investigating the loss of or theft of</td>
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<td>electronic personal items. It is the student’s responsibility to</td>
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<td>ensure that personal items are secured at all times and not left</td>
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<td>unattended.</td>
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<td>● All students shall be prohibited from using any electronic devices</td>
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<td>during the operation of a school bus, including, but not limited to,</td>
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<td>cellular phones, pagers, audible radios, tape or compact disc</td>
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<td>players, game systems, or any other electronic device that might</td>
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<tr>
<td>interfere with the school bus communication equipment or the school</td>
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<td>bus driver’s operation of the school bus.</td>
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<tr>
<td>● See Appendix C for more information on cell phones and other</td>
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<tr>
<td>electronic devices.</td>
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<tr>
<td><strong>Cheating</strong></td>
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<tr>
<td>● A student is not allowed to copy another’s work and submit it as</td>
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<td>his/her own or let someone else copy his/her work. A student may</td>
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<tr>
<td>not secure answers from others or provide answers to others on</td>
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<tr>
<td>individual school assignments and/or tests. Any form of cheating</td>
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<tr>
<td>will not be tolerated. In Grades K-12, a grade of zero will be</td>
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<td>assigned to the student(s) found cheating and the student(s) may</td>
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<tr>
<td>not make up the test or assignment.</td>
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<tr>
<td>INAPPROPRIATE OR DISRUPTIVE BEHAVIOR</td>
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<td>---------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Classroom and school disturbances including a public school bus or public school bus stops</td>
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<tr>
<td>● A student will not commit acts that cause disruption to learning opportunities and/or threaten the safety of other students. This includes inciting, advising, or counseling of others to engage in prohibited acts.</td>
</tr>
<tr>
<td>Conduct outside of school time/away from school that poses a threat to the school</td>
</tr>
<tr>
<td>● A student who commits any act or exhibits conduct outside of school hours or away from school, which may adversely affect the educational process or endanger the health, property, safety, morals, or well being of other students, teachers, or employees within the school system will be disciplined hereunder. This includes students whose behavior could result in the student being criminally charged with a felony as a result of off campus behavior.</td>
</tr>
<tr>
<td>Disorderly conduct Grades 6-12</td>
</tr>
<tr>
<td>● 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).</td>
</tr>
<tr>
<td>Disrespectful conduct toward teachers, administrators, other school personnel, persons attending school related functions or other students, including use of vulgar or profane language</td>
</tr>
<tr>
<td>● A student is required to obey school rules, respect the authority of school personnel, identify oneself, and carry out instructions of all school employees.</td>
</tr>
<tr>
<td>● A student should not use vulgar or profane/and or obscene language or gestures</td>
</tr>
<tr>
<td>● Obscene materials are not allowed on school property.</td>
</tr>
<tr>
<td>Falsifying, misrepresenting, omitting, or erroneously reporting information regarding instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student</td>
</tr>
<tr>
<td>Fighting, instigating a fight, taking photos or video recording and/or posting a fight on social media platforms</td>
</tr>
<tr>
<td>● A student who participates in a fight will receive a consequence. When a student initiating a fight is identified by authorities, the administrator may use his/her discretion in administering differentiated disciplinary actions. A student who repeatedly fights or engages in threats, harassment, intimidation, or bullying will be suspended from school for each incident and may be referred to a disciplinary tribunal hearing. Charges may be filed with the appropriate law enforcement agency.</td>
</tr>
<tr>
<td>● Students are prohibited from taking photographs of fights or video recording of fights at school, on the school bus, or at school-sponsored events and/or should not post fights on social media platforms.</td>
</tr>
<tr>
<td>● Students should not interfere with the efforts of school personnel to restore and maintain order before, during, or after a fight.</td>
</tr>
<tr>
<td>Gang-Related</td>
</tr>
<tr>
<td>● possession or wearing of gang-related clothing, jewelry, emblems, badges, symbols, signs, or using colors to convey gang membership or affiliation; gestures, handshakes, slogans, drawings, etc. to convey gang membership or affiliation; soliciting students for gang membership; tagging or defacing school or personal property with symbols or slogans intended to convey or promote membership or affiliation in any gang; requiring payment for protection, insurance, otherwise intimidating or threatening any person related to gang activity; inciting other students to intimidate or to act with physical violence upon any other person related to gang activity; committing any other illegal act or other violation of school policies in connection with gang-related activity</td>
</tr>
<tr>
<td>INAPPROPRIATE OR DISRUPTIVE BEHAVIOR</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Hitting/Kicking</td>
</tr>
<tr>
<td>• A student is not allowed to hit or kick another student.</td>
</tr>
<tr>
<td>Illegal drugs or alcoholic beverages, narcotics and/or stimulant drugs, etc.</td>
</tr>
<tr>
<td>• A student may not possess, use, be under the influence of, sell or distribute alcoholic beverages, narcotics and/or stimulant drugs; drug related products such as hookah pipes, rolling papers, etc.; or willfully misrepresent or misuse substances as the aforementioned drugs.</td>
</tr>
<tr>
<td>Internet Access and Computer Trespass – Misuse and abuse</td>
</tr>
<tr>
<td>• A student may not use computer internet services to access/send obscene or inappropriate materials. Additionally, misuse or abuse of network logins will result in disciplinary action, which may include loss of computer access. Students accessing inappropriate materials will lose internet privileges.</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>Parking and traffic violations on school campus (for high school students only)</td>
</tr>
<tr>
<td>A high school student who is sixteen years of age or older may have the privilege of driving his/her vehicle to school.</td>
</tr>
<tr>
<td>• A driver must be licensed and have proof of insurance.</td>
</tr>
<tr>
<td>• Vehicles parked on the campus must be registered with the school and must display the current decal.</td>
</tr>
<tr>
<td>• A student driver must park in the section designated for students.</td>
</tr>
<tr>
<td>• A student may not loiter or visit in the parking area. Once a student arrives in the parking area and parks his/her vehicle, he/she must leave the area.</td>
</tr>
<tr>
<td>• A student is not allowed to drive more than ten miles an hour in the parking area or drive recklessly.</td>
</tr>
<tr>
<td>• Student’s vehicle is subject to search if there are reasonable grounds to suspect drugs, alcohol, weapons or stolen property in the vehicle.</td>
</tr>
<tr>
<td>NOTE: Students who are in violation of traffic regulations on campus will be subject to the following consequences:</td>
</tr>
<tr>
<td>• having the vehicle towed away at the owner’s expense;</td>
</tr>
<tr>
<td>• losing parking privileges for any given number of days; and/or having the vehicle banned from campus</td>
</tr>
<tr>
<td>Possession of Unapproved Items</td>
</tr>
<tr>
<td>• The use or possession of any unauthorized item disruptive to the school environment (includes, but is not limited to, toys, mobile devices, gadgets, personal items, gum, candy, etc., includes possession of pepper spray)</td>
</tr>
<tr>
<td>Public display of affection Grades 6-12</td>
</tr>
<tr>
<td>• A student shall not engage in any inappropriate display of affection with another student to include, but not limited to, kissing of any kind, and embracing.</td>
</tr>
<tr>
<td>Inappropriate body contact Grades PK-5</td>
</tr>
<tr>
<td>• Students will not engage in inappropriate body contact, including holding hands, kissing, or embracing.</td>
</tr>
<tr>
<td>Sex Offenses</td>
</tr>
<tr>
<td>• Unlawful sexual behavior, sexual contact without force or threat of force, or possession of sexually explicit images; can be consensual</td>
</tr>
</tbody>
</table>
### INAPPROPRIATE OR DISRUPTIVE BEHAVIOR

#### LEVEL 1

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoking, chewing, vaping and/or possession or use of tobacco, tobacco-related products and products that use e-liquids</td>
<td></td>
<td></td>
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<tr>
<td>● A student is not allowed to use or possess any kind of tobacco, tobacco-related products (including cigarettes, cigars, chewing tobacco, lighters, matches, and other flammable materials) and/or products that use e-liquids that may or may not contain nicotine (including e-cigarettes, JUULs, vapes, vape pens) on school property, while in attendance at school-sponsored activity, or within sight of the school campus.</td>
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<tr>
<td>Student Incivility</td>
<td>Level II</td>
<td>Level III</td>
<td>Level IV</td>
</tr>
<tr>
<td>● Insubordination or disrespect to staff members or other students; includes, but is not limited to, refusal to follow staff member instructions, use of vulgar or inappropriate language, misrepresentation of the truth, and issuing false reports on school staff</td>
<td></td>
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<tr>
<td>Theft and/or willful or malicious damage to real or personal property of the school or to personal property of any person legitimately at the school</td>
<td></td>
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</tr>
<tr>
<td>● A student is not permitted to steal, destroy, mark, deface or damage any school property or any property belonging to a school employee, another student or any person legitimately at the school.</td>
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</tr>
<tr>
<td>Threat/Intimidation (physical, verbal, or electronic threats)</td>
<td>Level II</td>
<td>Level III</td>
<td>Level IV</td>
</tr>
<tr>
<td>● Any threat through written or verbal language or act which creates a fear of harm and/or conveys a serious expression of intent to harm or violence without displaying a weapon and without subjecting the victim to actual physical attack.</td>
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<td></td>
</tr>
<tr>
<td>Trespassing or loitering on or near school campus</td>
<td>Level II</td>
<td>Level III</td>
<td>Level IV</td>
</tr>
<tr>
<td>● A student assigned to one school may not visit the campus of another school without reporting to the principal’s office to obtain permission.</td>
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<td></td>
<td>● Without permission, students on the campus of any school other than that to which they are assigned will be considered trespassing. Students suspended from school are not allowed on any campus during the suspension period. If a suspended student is on campus, he/she is considered trespassing.</td>
<td></td>
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<tr>
<td>Upbraiding or insulting a school employee in the presence of students</td>
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<tr>
<td>● Any parent/guardian or other adult who makes the act of upbraiding, insulting, or abusing teachers, bus drivers, and administrators on school property or on a school bus in the presence of students and refusing to leave the premises or bus a misdemeanor for parents, guardians, or persons other than students. Violations may be reported to the proper authorities.</td>
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<tr>
<td>Violations of the law</td>
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<tr>
<td>● Any student who violates the law while on school property or at any school-sponsored activity will be reported immediately to the proper legal authorities for prosecution. The student will be suspended from school, and reasonable attempts to notify the parent or guardian will be made. Depending on the seriousness of the offense and the actions taken by law enforcement agencies, school authorities may recommend expulsion.</td>
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</tr>
<tr>
<td>INAPPROPRIATE OR DISRUPTIVE BEHAVIOR</td>
<td>LEVEL 1</td>
<td>LEVEL 2</td>
<td>LEVEL 3</td>
</tr>
<tr>
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<tr>
<td>Weapons - It is the policy of the Liberty County Board of Education that a student shall not possess, use, handle or transmit any object that reasonably can be considered a weapon on property or in a building owned or leased by a school district, at a school function, or on a bus or other transportation provided by the school district. Weapons may include, but are not limited to:</td>
<td>![Blank]</td>
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<tr>
<td>● Any handgun, firearm, rifle, shotgun or similar weapon; any explosive compound or incendiary device; or any other dangerous weapon as defined in O.C.G.A. 16-11-121, including a rocket launcher, bazooka, recoilless rifle, mortar, or hand grenade.</td>
<td>![Blank]</td>
<td>![Blank]</td>
<td>![Blank]</td>
</tr>
<tr>
<td>● Any hazardous object, including any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge 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 chaika, nun chuck, nanchaku, shuriken, or fighting chain, or any disc, or 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. Such term shall not include any of these instruments used for classroom work authorized by teacher.</td>
<td>![Blank]</td>
<td>![Blank]</td>
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</tr>
<tr>
<td>● Major offenses including, but not limited to, drugs and weapon offenses can lead to schools being named as an Unsafe School.</td>
<td>![Blank]</td>
<td>![Blank]</td>
<td>![Blank]</td>
</tr>
<tr>
<td>Willful and persistent violation of the student Code of Conduct</td>
<td>![Blank]</td>
<td>![Blank]</td>
<td>![Blank]</td>
</tr>
<tr>
<td>Any act classified as a felony under the laws of the state of Georgia or any act committed by a juvenile which, if committed by an adult, would be a felony</td>
<td>![Blank]</td>
<td>![Blank]</td>
<td>![Blank]</td>
</tr>
</tbody>
</table>

*Any suspended student is not allowed on any county school campus or activity for any reason during the term of the suspension. This includes extra-curricular activities. Any suspended student who is on campus or present at any school sponsored function within the county during the term of the suspension is subject to criminal trespassing and may be turned over to the authorities.*
No student may be suspended or expelled from school without due process of law as defined by policy JCEB of the Liberty County Board of Education. Each local board of education shall observe Georgia law in developing and implementing disciplinary hearings held by a disciplinary hearing officer, disciplinary panel, or disciplinary tribunal including the ability to honor disciplinary orders of private schools and other public schools/school systems.

For the purpose of conducting certain student discipline hearings, as defined below, rendering a decision and imposing punishment, the Board of Education hereby adopts the following procedures:

1. The Superintendent shall convene a hearing in the following cases:
   a) Where a student has committed an alleged assault or battery upon a teacher, other school official or employee, if such teacher or other school official or employee so requests;
   b) Where a student has violated any school or system rule or engaged in any other act of misconduct or insubordination for which the student's principal recommends a suspension or expulsion longer than ten school days.

2. The Board of Education hereby designates its administrative staff to serve as members of hearing tribunals but also allows the Superintendent to secure the services of a hearing officer. When the principal of a school or his or her designee refers a student to the Superintendent or his or her designee for a hearing as described in paragraph 1a, the Superintendent or his staff shall choose three of these members to serve as the hearing tribunal. No member of the hearing tribunal shall be a member of the staff at the school which the student attends. For cases described in paragraph 1b, a tribunal hearing officer is authorized to conduct the hearing, render a decision, and impose punishment.

3. Whenever a principal or his or her designee refers a student discipline matter to the Superintendent or his or her designee, the Superintendent or his or her designee shall send a letter by regular or certified mail to the student and his or her parents or guardians containing a statement of the time, place and nature of the hearing, a short and plain statement of the matters asserted and charges against the student, a list of potential witnesses, a statement setting forth the right of the student to present evidence, cross-examine witnesses and be represented by legal counsel. The Board of Education will provide the student and his/her parents or guardians with subpoenas to compel the attendance of witnesses, if requested by the student and parents, and if the testimony of the witnesses is necessary to the student’s defense. The hearing must be held no later than ten school days after the beginning of the suspension unless the school system and parents or guardians mutually agree to an extension.

4. The school principal or his or her designee shall be responsible for presenting evidence in support of the charges against the student and all parties shall be afforded an opportunity to present and respond to evidence and to examine and cross-examine witnesses on any and all issues. Any teacher who is called as a witness by the school system shall be given notice no later than three days prior to the hearing. The hearing tribunal/officer shall have made a verbatim electronic or written record of the hearing. This record shall be available to all parties but the cost of transcribing such record shall be borne by the party requesting the transcript.

5. The hearing tribunal/officer shall render a decision finding whether the student committed the offense and, if so, the appropriate punishment. The decision of the hearing tribunal/officer shall be based solely on the evidence received at the hearing, including any evidence presented by either party relevant to the appropriate punishment to be imposed. The hearing tribunal/officer shall render a decision in writing within ten days of the close of the record and shall furnish a copy of the decision to the student, his or her parents or legal guardians, the principal or his or her designee and the Superintendent. The decision of the hearing tribunal/officer shall be final and shall constitute the decision of the Board of Education unless either party should appeal the decision to the Board of Education. In any case where the tribunal finds that the student has committed an act of physical violence as that term is used in O.C.G.A. 20-2-751.6, any recommendation of the tribunal as to when and whether the student may return to school in accordance with the code section shall constitute the decision of the Board of Education unless there should be an appeal of the decision to the Board.

6. In the event a student or his/her parent does not wish to contest the charge(s) of violation(s) of the discipline rules of the school's code of conduct for which a tribunal has been requested, the student and parent may voluntarily accept the consequences prescribed by the school by signing a Waiver of Disciplinary Tribunal Hearing form. Such waiver shall specify the rule violation, the date and description of the incident, the prescribed consequences, and an agreement to waive the opportunity to participate in a tribunal hearing, present evidence, cross examine witnesses, and be represented by an attorney. The decision to waive the tribunal shall be final and cannot be appealed by the school or family. The waiver must be signed by the student, a parent, a school administrator and a district level administrator from the superintendent's office, who shall act as hearing officer with authority to approve the disciplinary consequences set forth in the waiver.

7. Any party may appeal the decision of the hearing tribunal/officer to the Board of Education by filing with
the Superintendent a written notice of appeal within
twenty days from the date the decision is rendered. Such
notice of appeal shall set forth the decision of the hearing
tribunal/officer and the basis of the appeal. Any decision
of the hearing tribunal/officer not appealed in this manner
shall be final. The Superintendent may suspend the
disciplinary action imposed by the hearing tribunal
pending the outcome of the appeal.

8. The Board of Education shall review the record of the
hearing before the hearing tribunal/officer, the decision
of the hearing tribunal/officer and the notice of appeal and
shall render its decision in writing within ten days from
the date it receives the notice of appeal. The decision of
the Board of Education shall be based solely on the record
before the hearing tribunal/officer and the Board shall not
consider any other evidence in ruling on the appeal. The
Board may find the facts to be different than those found
by the hearing tribunal/officer and the Board may change
the punishment, in accordance with state law. Any
decision of the local Board may be appealed to the State
Board of Education by filing an appeal, in writing, within
thirty (30) days after the local Board renders its decision.

9. Any student subject to a disciplinary hearing who
withdraws from the School System prior to the hearing
must appear before a Disciplinary Hearing Tribunal to
determine the student's eligibility to return to the School
System in the event the student ever seeks to return to the
system. Alternatively, the school district may, in its
discretion, proceed with the tribunal in accordance with
board policy despite the student's withdrawal from school.

DISCIPLINARY TRIBUNAL TRAINING

Each local board of education shall make available to all
Qualified Student Discipline Hearing Officers and
Disciplinary Tribunal or Panel Members the initial and
ongoing tribunal training course prior to the individual(s)
serving in such capacity. The local board of education shall
ensure initially trained student discipline hearing officers and
disciplinary tribunal or panel members undergo continuing
education so as to continue to serve in such capacity.
TRANSPORTATION GUIDELINES

The Liberty County Board of Education recognizes the fact that riding a public school bus is a privilege offered to its students. Safely transporting our students is the primary objective. When students fail to follow guidelines in place to assure that all students are transported safely, bus privileges can be withheld. Students who ride a Liberty County School System bus must ride the same bus for the morning and the afternoon routes and will be picked up and dropped off at designated stops.

Students PK-12:

1. Students must treat the bus as an extension of the classroom/school and the bus driver should be extended the same obedience, respect, and courtesy as the classroom teacher.
2. Students must sit in assigned seats, if assigned, and follow the same policies, rules, and regulations required on the school campus. Students should remain seated except when entering or exiting the bus.
3. Nothing should be placed in the aisle (including feet) or at the front of the bus on the floor.
4. Students must stay clear of and must not tamper with the emergency door or any other emergency equipment.
5. Any item not permitted at school is also not allowed on the bus.
6. Eating and drinking on the bus are prohibited.
7. All parts of the body (neck, arms, etc.) should stay inside the bus.

Violation of bus rules and regulations may be cause for suspension from any Liberty County school bus for a period of time up to the remainder of the school year. Misbehavior may also result in the same range of consequences of violations as outlined in this Code of Conduct.

Any person who commits the offense of battery against a teacher or other school personnel, engaged in the performance of official duties or while on school property shall, upon conviction thereof, be punished by imprisonment for not less than one nor more than five years or a fine of not more than $10,000 or both. “School property’ shall include public school buses and public school bus stops as designated by local school boards of education.

Students shall be prohibited from acts of physical assault or battery of other persons on the school bus, bullying, verbal assault of other persons on the school bus, disrespectful conduct toward the school bus driver or other persons on the school bus, and other unruly behavior.

**Bus Contract:** School bus contracts will be developed for students who engage in bullying, physical assault or battery on the bus. Parents will be required to meet with school administration for the purpose of developing the school bus contract.

Students may not use mirrors, lasers, flash cameras, lights and any other type of reflective device on the school bus that might interfere with the school bus driver’s operation of the bus.

_Students shall be prohibited from using any electronic devices during the operation of a school bus, including but not limited to cell phones; audible radios, tape or compact disc players without headphones; game systems; or any other electronic device in a manner that might interfere with the school bus communications equipment or the school bus driver’s operation of the school bus._

**NON-VIOLENT BUS REFERRALS: ELEMENTARY/MIDDLE SCHOOL (PK-Grade 8)**

Students will receive the following consequences for receiving non-violent bus referrals.

<table>
<thead>
<tr>
<th>Referral Type</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Written Referral</td>
<td>Student is suspended from the bus for up to 3 days at the administrator’s discretion, and parent is notified.</td>
</tr>
<tr>
<td>Second Written Referral</td>
<td>Student is suspended from the bus for up to 5 days.</td>
</tr>
<tr>
<td>Third Written Referral</td>
<td>Student may be suspended from the bus for the remainder of the school year.</td>
</tr>
</tbody>
</table>

**NON-VIOLENT BUS REFERRALS: HIGH SCHOOL (Grades 9-12)**

<table>
<thead>
<tr>
<th>Referral Type</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Written Referral</td>
<td>Student is given a verbal warning or is suspended from the bus for up to 5 days at the administrator’s discretion.</td>
</tr>
<tr>
<td>Second Written Referral</td>
<td>Student is suspended from the bus for up to 10 days.</td>
</tr>
<tr>
<td>Third Written Referral</td>
<td>Student may be suspended from the bus for the remainder of the school year.</td>
</tr>
</tbody>
</table>
VIOLENT BUS REFERRALS

1. Weapon

A student shall not possess, use, handle or transmit any object on a school bus or other transportation provided by the school district that can be considered a weapon as defined by O.C.G.A. 16-11-121 (p. 37). The student will be suspended from school and thus the bus for ten (10) days. A tribunal or waiver is required for this offense. The administrator must notify the Superintendent and must also notify the Division of Exceptional Learning if a student with an IEP is involved. When a tribunal is requested, the administrator will make a recommendation concerning the additional length of suspension from the bus. Discipline may range from the student being suspended from the bus for the remainder of the school year to the student being permanently suspended from the bus. Charges will be filed with the appropriate law enforcement agency if applicable.

2. Assault/Threats/Intimidation
(Assault is defined as an attempt or threat to do violence to another.)

Any student who assaults, threatens or uses intimidation to school personnel, other students, or law enforcement may be suspended from school and thus the bus for up to ten (10) days. The possibility of a request for a tribunal will also be considered. When a tribunal is requested the administrator will make a recommendation concerning the additional length of suspension from the bus. Discipline may range from the student being suspended from the bus for the remainder of the school year to the student being permanently suspended from the bus. Charges will be filed with the appropriate law enforcement agency if applicable.

3. Battery (Battery is defined as an unlawful attack on another person by beating, wounding, or touching in an offensive manner.)

Battery against school personnel, other students, or law enforcement will result in the student being suspended from school and thus the bus for ten (10) days with a request for a tribunal. When a tribunal is requested, the administrator will make a recommendation concerning the additional length of suspension from the bus. Discipline may range from the student being suspended from the bus for the remainder of the school year to the student being permanently suspended from the bus. Charges will be filed with the appropriate law enforcement agency if applicable.

4. Fights

First Fight Referral
Any student who fights on the bus may be suspended from school for up to ten (10) days and will receive up to ten (10) days suspension from the bus upon return to school. Law enforcement will be called if the driver is unable to stop the fight and/or gain control of the situation. Charges will be filed with the appropriate law enforcement agency if applicable.

Second Fight Referral – Students will be suspended from school for up to ten (10) days and each will be suspended from the bus for the remainder of the school year. Law enforcement will be called if the driver is unable to stop the fight and/or gain control of the situation. Charges will be filed with the appropriate law enforcement agency if applicable.
The Liberty County School System operates its own alternative education program, The Horizons Learning Center. The mission of Horizons is to provide eligible students in grades 6-12 with the opportunity to experience academic success. The three avenues of Horizons, Decisions, Discovery, and Destinations, are designed to serve students in need of academic, social and emotional support.

DECISIONS

If a student is found to have committed a Level IV offense (Ex: drugs, weapons, extreme violence), he/she is subject to a tribunal hearing or given the option to sign a tribunal waiver. If LCSS finds the student is in violation of the Level IV offense, the district may recommend the student attends alternative education through the Decisions Avenue.

There may be instances where a school principal recommends an alternative education placement for a student due to chronic disciplinary issues.

DISCOVERY

Discovery will serve students who are eligible to remain in their regular classrooms but are more likely to succeed in a non-traditional educational setting. This avenue is designed to meet the needs of students who may be more successful in a smaller environment that provides support and motivation for their individual academic achievements. Middle school or high school students who are one or two grade levels behind may be candidates for credit recovery through the Discovery Avenue.

Students may exit the Discovery program upon successful completion of the coursework and/or have satisfied requirements for graduation. Students may also be dismissed from the program and required to attend the home-based school due to lack of effort in completing required coursework at Horizons.

DESTINATIONS

Destinations is designed to serve students who have been assigned a second long term suspension by a school administrator. If a student has been found to have committed an offense that requires a second long term out of school suspension (5 or more school days) he/she will be required to attend Destinations in lieu of out of school suspension. The home-based school will provide academic course work for the student to complete during the assignment at Horizons. Staff members at the center will provide counseling on decision-making, self-esteem building, and social and emotional support.

The referral and application process for entry into one of the avenues at Horizons is initiated at the home-based school.

Questions regarding the innovative learning program should be directed to the Chief Executive Officer at Horizons.
SPECIAL EDUCATION

Special Education students have the same responsibility of good citizenship as do all members of the school community. It is expected that all special education students will abide by the standards of conduct required of other students.

If, however, a special education student needs to be disciplined by the terms of the behavior code, the school shall follow the procedures mandated by law, including all procedures defined in the IEP.

GEORGIA SPECIAL NEEDS SCHOLARSHIP PROGRAM

The Georgia Special Needs Scholarship may provide eligible special education students the opportunity to attend an approved private school or another public school. Please go to the Georgia Special Needs Scholarship website at http://public.doe.k12.ga.us/sb10.aspx for more information about the state scholarship program.

SECTION 504 GRIEVANCES

Any student or parent or guardian (“grievant”) may request an impartial hearing due to the school system’s actions or inactions regarding the child’s identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the school system’s Section 504 Coordinator Mindy Yanzetich, Executive Director for the Department for Exceptional Learning (876-3018); however, a grievant’s failure to request a hearing in writing does not alleviate the school system’s obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the school system’s Section 504 Coordinator. The school system’s Section 504 Coordinator will assist the grievant in completing the written Request for Hearing. The Section 504 Coordinator may be contacted through the school system’s central office. Copies of the 504 Procedural Safeguards and Notice of Rights of Students and Parents Under Section 504 may be found at the system website or may be picked up at the central office or at any of the school offices.
GEORGIA MILESTONES ASSESSMENT SYSTEM

Georgia Milestones Assessment System (GMAS) is the state assessment for students in grades 3-12. It tests English/Language Arts, Mathematics, Science, and Social Studies. English/Language Arts includes the writing assessment at each grade level. This test is designed to measure how well students have learned the knowledge and skills outlined in the state-adopted content standards. Students in grades 3 through 8 will take an end-of-grade (EOG) assessment in math and English/LA, grades 5 and 8 also take EOG in science and social studies, while high school students will take an end-of-course (EOC) assessment for each of the eight courses designated by the State Board of Education. Those eight courses are: 9th Grade Literature, American Literature, Coordinate Algebra, Analytic Geometry, Physical Science, Biology, Economics, and U.S. History.

DUAL ENROLLMENT

Dual enrollment courses provide opportunities for Georgia high school students to take college-level courses and earn concurrent credit toward a high school diploma and a college degree. These courses are available for any eligible high school student who maintains good academic standing and meets the criteria for postsecondary college admission. Students may enroll part-time or full-time in approved credit-bearing college-level courses at an eligible Georgia postsecondary institution. Dual enrollment information is provided to all 8th through 11th grade students and parents by February 1st of each school year. A dual enrollment participation agreement and contract must be signed by the school counselor, parent and student prior to program participation.

ONLINE COURSES

The Liberty County School System recognizes the importance of providing online learning opportunities for students. Allowing students to work through classes in the online forum of Georgia Virtual School and other approved programs is one way to reach this goal. Recognizing that our students are technological learners with a growing need for flexibility, and that the business community, colleges, and universities seek graduates whose high level digital skills match their ongoing professional and learning needs, the school system offers online learning as an option for students who desire this technological platform for learning. The rigor of the online courses mirrors the high level of expectation and quality that students are held to within the Liberty County School System.

Interested parents or students should see a guidance counselor for more information or contact the Teaching and Learning Department at the Board of Education at 912-876-2161.
PROMOTION, RETENTION, AND PLACEMENT

The placement, promotion, or retention of a student into a grade, class, or program will be based upon the academic achievement of the student as established by the Promotion, Retention, and Placement Policy, IHE, which includes meeting state testing requirements (available at www.liberty.k12.ga.us).

GIFTED EDUCATION

Students in grades K-12, who demonstrate a high degree of intellectual, academic, creative and/or artistic abilities, are provided with special instructional services in the gifted program. Eligibility criteria for placement in this program are determined by the Georgia Department of Education and the local Board of Education. Teachers, counselors, administrators, parents or guardians, peers, self, and other individuals with knowledge of the student’s abilities may make referrals for consideration for eligibility for gifted services.

HONOR ROLL

Students in grades 1-5 may earn A Honor Roll by having a grade of 90 or higher in each class and by earning Satisfactory or Excellent in all Specials classes. A student earns A-B Honor Roll by having a grade of 80 or above in each class and by earning Satisfactory or Excellent in all Specials classes.

Students in grades 6-8 may earn A Honor Roll by having a grade of 90 or higher in each class, including Connections classes. A student earns A-B Honor Roll by having a grade of 80 or above in each class, including Connections classes.

High school students earn Honor Roll with an overall average of 90 or above in classes and is calculated each nine weeks. All four classes each grading period count equally in determining the overall average.

MILITARY FAMILY SUPPORT SERVICES

The LCSS is proud of our connection to Fort Stewart and offers multiple services to the military connected family. Many of these services may be accessed through the Military Family Support Services Coordinator or by visiting our webpage at www.liberty.k12.ga.us/militarystudents.

Role of the coordinator:

- Serves as the key communicator of information related to school affairs, events, and activities to Fort Stewart and military website and social media.
- Provides orientation for new military impacted students entering the school.
- Assists as necessary with the ongoing testing and evaluation program.
- Provides individual and group counseling to students.
- Maintains oversight of Fort Stewart’s newly established Youth Ambassador Program and implementation of other events and activities in support of impacted military students and families.
- Provides professional development for all responsible parties on the Interstate Military Compact.
- Ensures the integrity of the Interstate Military Compact is maintained and assists with resolving transfer of challenges and conflicts related thereby.
- Prepares and implements a school based military student and families support plan.
- Collaborates with the school MFLC to support the needs of individuals students, groups of students, families, and the total school program as it relates to the military.
- Maintains accurate up-to-date service records.
- Assists with job placement information regarding available jobs in the community.
Hospital/Homebound (HBB) Services

Hospital/Homebound (HBB) services are designed to provide continuity of educational services between the classroom and home or hospital for students in Georgia public schools whose medical needs, either physical or psychiatric, do not allow them to attend school for a limited period of time. HBB instruction may be used to supplement the classroom program for students with health impairments whose conditions may interfere with regular school attendance (e.g., students receiving dialysis or radiation/chemotherapy or students with other serious health conditions). Students must be enrolled in a public school in Georgia in order to receive HBB services.

HBB services are not intended to supplant regular school services and are by design temporary. The student must anticipate being absent from school for a minimum of ten consecutive or intermittent school days due to a medical or psychiatric condition. The student’s inability to attend school for medical or psychiatric reasons must be certified by the licensed physician or licensed psychiatrist who is currently treating the student for the diagnosis presented.

Parents/guardians may contact the school principal or the Student Services Department at the Board of Education at 368-2053 for more information on HBB services.
PARTICIPATION IN GRADUATION

In order to participate in the official Spring high school graduation exercises in the Liberty County School System, students must have: (1) successfully completed all their required coursework for a High School Diploma or a Special Education Diploma (Certificate of Completion) as those credentials are defined in the State Board of Education’s graduation rule as applicable to the year the student entered 9th grade and (2) completed all state assessment requirements.
MEDICATION POLICY

School district employees will administer only those medications that are essential maintenance or anti-convulsive type drugs, which must be administered at specifically designated times and are required for students to function in school.

All medications must be taken by the parent or guardian to the school nurse immediately upon arrival at school and must be in original pharmaceutical containers, clearly labeled as to the name of the student, the name of the medications, the appropriate dosage, and times for dosage. The student must have taken at least one dose of the medication 24 hours prior to the medication being administered by a school district employee.

A student for whom the school has on file supporting medical documentation may carry at all times with parental/guardian permission inhalers for asthma, auto-injectable epinephrine (epipens) for allergic reactions and glucagon for diabetes. Students authorized to self-administer such medications shall be instructed not to permit any other student to handle, possess, or otherwise attempt to use his/her medication and shall be informed that violations of such instructions will be dealt with in accordance with the student code of conduct.

In order for the student to carry and self-administer such medications, the parent/guardian must complete the required school forms which include a written statement from a licensed physician confirming that the student is able to self-administer the medication and written permission from the parent/guardian for the nurse or designated employee to consult with the doctor regarding any questions that may arise concerning the medication. Such permission shall release the school district and its employees and agents from civil liability if the self-administering student suffers an adverse reaction as a result of self-administration of such medication. Parents are encouraged to provide to the schools duplicate medication and supplies in the event a student is unable to self-administer or fails to bring the medication or equipment to school.

High school students may possess single use dosage of over the counter medication for their own personal use if it is not sold, conveyed, or transferred to any other individual.

Any possession of prescription or over the counter medication by a student not in accordance with these guidelines will be considered a violation of the school district’s drug policy and shall be subject to the discipline set forth in the student code of conduct.
CAFETERIA SERVICES

The Liberty County School Nutrition Program offers breakfast and lunch for all students. All students are encouraged to eat a school breakfast and lunch. During the 2019-2020 school year, all students will be served breakfast at no charge. We will still need student ID, but the breakfast is served to all students at no cost. All reduced price eligible student lunch cost is $.40. Please visit the School Nutrition Department web page at www.liberty.k12.ga.us for adult, elementary, middle and high school student's lunch costs.

We encourage parents to prepay a month or at least a week in advance by using myschoolbucks.com. This service allows the parent to use the internet to prepay for your child’s school meals and a la carte food items using your credit or debit card. You may also pay by check by putting in an envelope with your child’s name and account number included on the check. There is a NO CHARGE POLICY for all high school students.

Free and Reduced Family Applications are available in the School Office and Cafeteria and Online at www.Liberty.k12.ga.us. Parents are encouraged to complete an application form prior to enrollment or immediately upon enrolling into school. Only one application is required per family/household. Parents should list all children in the household and their school. Applications can be submitted and updated with any income and/or family size changes any time throughout the school year.

Extra sale items are available to purchase when the child passes through the serving line. The student must have a meal in order to purchase any extra sale items. The student may pay cash or use their meal account to pay for the extra sale items. These may include: water, extra milk, extra juice, extra entrée, and other nutritious a la carte items.

The dining atmosphere of the cafeteria should be reasonably quiet. Lunchroom monitors are assigned for each lunch period and are responsible for maintaining a clean and quiet environment. If necessary the monitors may declare a “quiet lunch.”

If your child needs a “special diet” please complete a Meal Modification Form available from the School Nurse, Cafeteria Manager, or www.liberty.k12.ga.us web page. A physician and/or dietician must sign the Meal Modification Form. A physician’s prescription (doctor’s orders) for the specific meal modifications must be turned in within 30 days of your child’s entry into school. The School Nutrition Program can honor only those diets specifically prescribed.

The Liberty County School Nutrition Program invites parents to dine with their children at any time. Please report to the school office to receive your Visitor’s Pass before going to the cafeteria. Parents/visitors are not allowed to bring restaurant/fast food into the school cafeteria.

The Liberty County School System utilizes an approved automated recovery system for insufficient checks. We gladly accept your checks. However, in the event your check is returned, your account will be debited electronically for the face amount and fees allowed.
ASBESTOS MANAGEMENT PLAN

This is to notify all persons who work at or attend Bradwell Institute, Button Gwinnett Elementary, and the Coastal Academy (formerly the Jordye Bacon Elementary School) campus that the schools have been inspected for asbestos containing materials and a management plan has been developed to address any problems. All friable and non-friable ACM has been identified in the management plan.

“It is important to note that not all friable asbestos containing materials need to be removed from schools. Once such material has been identified, a program can be implemented to ensure that the material is maintained in good condition and that appropriate precautions are followed when the material is disturbed for any reason.”

This is to notify all persons that work at or attend Liberty County Pre-K Center, Frank Long Elementary, Joseph Martin Elementary, Liberty Elementary, Lyman Hall Elementary, Taylors Creek Elementary, Waldo Pafford Elementary, Snelson-Golden Middle School, Liberty County High School, Lewis Frasier Middle School, and Midway Middle School that the above named schools were constructed with materials that were completely free of asbestos.

ADVERTISEMENTS

From time to time, advertisements or information concerning community events or organizations will be sent home with students. The disbursement of this information from the school is not an endorsement of the product, service, organization, etc.
GLOSSARY

The following definitions may be used in reading and interpreting the Code of Conduct and transportation guidelines for students.

**Alternative School** - Horizons is an innovative learning program that will provide eligible students in grades 6-12 with the opportunity to experience academic success. The three avenues of Horizons are *Decisions, Discovery, and Destinations.*

**Assault** is an attempt or threat to do violence to another. This will include:

*Verbal assault* of other students, including threatened violence or sexual harassment as defined pursuant to Title IX of the Education Amendments of 1972.

*Physical assault* of other students, including sexual harassment as defined pursuant to Title IX of the Education Amendments of 1972.

**Battery** is an unlawful attack on another person by beating, wounding, or touching in an offensive manner.

**Charges Filed** is taking legal action against someone for a crime.

**Detention** is assignment to a designated room on the school campus before, during or after school for a specified period of time.

**Disciplinary Tribunal** is a hearing of disciplinary charges against a student conducted by a hearing officer.

**Discipline Strict Probation** is a trial period during which a student violating school and/or school system rules is subject to further disciplinary action. A student found guilty of certain offenses may be placed on probation by the school administration.

**Disobedience/Insubordination** is the failure of the student to comply with a reasonable directive or instruction by a school employee.

**Disorderly conduct** is conduct that hinders the educational process.

**Disrespect** is responding in a rude manner.

**Excused Absence** is an absence due to any of the reasons specified in the Attendance section.

**Expulsion** is the long-term removal of a student from attendance in any school in the system by a disciplinary tribunal or the Liberty County Board of Education.

**In-School Suspension** is a restricted school environment where students are required to do school work under strict supervision, with no opportunity to socialize with their peers. Students placed in the in-school suspension program will be allowed to complete class assignments and tests missed in regular classes. Students may be allowed to participate in school-sponsored extracurricular activities if in attendance on that date.

**Incident Report** is a law enforcement agency’s record of an event taking place on school property.

**Parent Conference** is contact between the parent/guardian and school authorities.

**Possession** means holding something on your person or in the belongings that you are responsible for, with or without your rightful ownership. The belongings that you are responsible for include, but are not limited to, your clothing, vehicle, locker, and book bag.

**Progressive Discipline** is a process designed to create the expectation that the degree of discipline will be in proportion to the severity of the behavior leading to the discipline, that the previous discipline history of the student being disciplined and other relevant factors will be taken into account, and that all due process procedures required by federal and state law will be followed.

**Restitution** is the act of making good or compensating for lost, damaged, or stolen property.

**Saturday School** (grades 6-12) is a lengthy study-hall session. Students who are assigned will report with school work from 8:00 a.m.
to 12:00 p.m. on Saturday where they will be supervised. Students and their parents must provide transportation for Saturday School. Latecomers will be turned away. A parent “call-in” may be considered for a reschedule if there is a conflict or tardy. Failure to report to Saturday School will result in suspension.

**School Personnel** are all personnel employed in the school, including teachers, administrators, media specialists, counselors, clerical staff, paraprofessionals, substitute teachers, lunchroom staff, custodial staff, bus drivers, etc.

**School Property** is all property owned and operated by the Liberty County Board of Education. The term “other school property” includes sites for school-sponsored activities and school vehicles.

**Suspension** is a temporary removal of a student from school for violation of the Code of Conduct. Contact must be made between the administration and the parent/guardian before the student may return to school. Students who are serving a suspension from school are not allowed to participate in any school-sponsored activity during the duration of the suspension.

**Unexcused Absence** is a willful absence from school with or without the knowledge of the parent/guardian or an absence without good cause and approval of the school.

**Upbraiding** is any abusive or disrespectful behavior directed to a school employee.

**Violence** is the intent to cause harm to person or property through the use of extreme physical force. This is to include intentionally making physical contact of an insulting or provoking nature with the person of another or which causes physical harm to another unless such physical contacts or physical harms were in defense of himself or herself.

**Waiver of Right to Attend Student Disciplinary Tribunal** allows parents the right to sign a waiver that states that they do not elect to attend a tribunal hearing because they do not wish to contest guilt. In the event a parent or student does not attend the hearing, it will proceed as scheduled.

**Weapons** may include, but are not limited to, any handgun, firearm, rifle, shotgun or similar weapon; any explosive compound or incendiary device; or any other dangerous weapon as defined in O.C.G.A. 16-11-121, including a rocket launcher, bazooka, recoilless rifle, mortar, or hand grenade. Hazardous objects include any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge 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, nunchuck, nunchaku, shuriken, or fighting chain, or any disc, or 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 non lethal air gun, and any stun gun or taser. Such term shall not include any of these instruments used for classroom work authorized by the teacher.
Appendix A Board Policy JCDAG BULLYING

The Board of Education believes that all students can learn better in a safe school environment. Behavior that infringes on the safety of students will not be tolerated. Bullying, as the term is defined in Georgia law, of a student by another student is strictly prohibited. Such prohibition shall be included in the Student Code of Conduct for all schools within the school system.

Bullying is defined as an act that is:

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

The term applies to acts which occur on school property, on school vehicles, at designated school bus stops, or at school related functions or activities or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system. The term also applies to acts of cyberbullying which occur through the use of electronic communication, whether or not electronic act originated on school property or with school equipment, if the electronic communication (1) is directed specifically at students or school personnel, (2) is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school, and (3) creates a reasonable fear of harm to the students’ or school personnel’s person or property or has a high likelihood of succeeding in that purpose. For purposes of this Code Section, electronic communication includes, but is not limited to, any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system.

Procedures may be developed at each school encouraging a teacher or other school employee, student, parent, guardian, or other person who has control or charge of a student, either anonymously or in the person’s name, at the person’s option, to report or otherwise provide information on bullying activity. Any teacher or other school employee who, in the exercise of his or her personal judgment and discretion, believes he or she has reliable information that would lead a reasonable person to suspect that someone is a target of bullying is encouraged to immediately report it to the school principal. Any report will be appropriately investigated by the administration based on the nature of the complaint in a timely manner to determine whether bullying has occurred, whether there are other procedures related to illegal harassment or discrimination that should be implemented and what other steps should be taken. Any report of retaliation for reporting bullying will also be investigated and addressed as called for in this policy and in accordance with school procedures.

Acts of bullying shall be punished by a range of consequences through the progressive discipline process, as stated in the Code of Conduct. However, upon a finding by the disciplinary hearing officer, panel or tribunal that a student in grades 6-12 has committed the offense of bullying for the third time in a school year, the student shall be assigned to an alternative school.

Upon finding by a school administrator that a student has committed an act of bullying or is a victim of bullying, the administrator or designee shall notify the parent, guardian, or other person having control or charge of the student by telephone call or through written notice, which may be done electronically.

Students and parents will be notified of the prohibition against bullying and the penalties for violating the prohibition by posting information at each school and by including such information in the student/parent handbooks.
APPENDIX B
Student Reporting of Acts of Sexual Abuse or Sexual Misconduct

Pursuant to Georgia Code 20-2-751.7, the Professional Standards Commission has established the following state mandated process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student which shall not prohibit the ability of a student to report the incident to law enforcement authorities.

(a) Any student (or parent or friend of a student) who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other school system employee is urged to make an oral report of the act to any teacher, counselor, or administrator at his/her school.

(b) Any teacher, counselor or administrator receiving a report of sexual abuse or sexual misconduct of a student by a teacher, administrator or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal’s designee, and shall submit a written report of the incident to the principal or principal’s designee within 24 hours. If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the superintendent or the superintendent’s designee.

(c) Any school principal or principal’s designee receiving a report of sexual abuse as defined in O.C.G.A. 19-7-5 shall make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Resources, or in the absence of such agency, to an appropriate police authority or district attorney.

(d) 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.
APPENDIX C
Pagers/cell phones/communication and other electronic devices

The Liberty County School System permits students to possess communication devices on a limited basis. School principals will have the authority to set forth rules pertaining to student possession and use of such devices at their individual schools. If a student’s personal device causes a classroom disruption, the privilege of using this device in the classroom will be taken away. When transitioning throughout the school, a student may only have one ear bud in his/her ear for safety reasons. The school is not responsible for searching/investigating the loss of or theft of electronic personal items. It is the student’s responsibility to ensure that personal items are secured at all times and not left unattended.

Pre-K-Grade 12

- In the event a cell phone or other electronic device is confiscated by a teacher or school administrator, it would need to be returned to the parent/guardian at the end of the school day in which confiscated.
- A meeting should be held with the parent/guardian and school administrators when the device is returned to the parent/guardian.
- Refusal to relinquish a cell phone or other electronic device when requested by a teacher or administrator will be considered disrespect/insubordination and will be punished as indicated based on Level I, II, III, or IV.

Students are not permitted to use or bring into the testing environment any electronic device that could allow students to access information (e.g. cell phone, PDA, electronic recording or playback device, etc.) when participating in Georgia Department of Education required assessments.

All students shall be prohibited from using any electronic devices during the operation of a school bus, including, but not limited to, cellular phones, pagers, audible radios, tape or compact disc players, game systems, or any other electronic device that might interfere with the school bus communication equipment or the school bus driver’s operation of the school bus.
Demonstrating Subject Area Competency (“Testing-Out”)

Summary of State Board of Education Rule 160-5-1-.15

1. Students are able to demonstrate subject area competency (“test-out”) for any course for which there is an associated EOC and earn credit for the course through that process. Students who reach the Distinguished Learner achievement level will have reached the required threshold for the awarding of course credit.

2. Students who are currently enrolled, or who have previously been enrolled, in a higher-level course may not attempt to earn credit by testing out. For example, a student taking AP Physics may not earn credit for Physical Science through this process.

3. Students may earn no more than three units of credit by demonstrating subject area competency in this fashion.

4. The administration of all EOCs for this purpose must adhere to the system’s local EOC testing calendar.

5. Students must meet the following eligibility requirements to exercise this option:
   a. Not currently or previously enrolled in the course;
   b. Not attempted to demonstrate subject area competency for the course in the past;
   c. Have earned a grade of B or better in the most recent course that is the same content area of the course for which the student is attempting the EOC;
   d. Received a teacher recommendation from the teacher of the most recent course in the same content area (or, if not available, a teacher in the same content area with knowledge of the student’s academic achievement) for which the student is attempting the EOC; and
   e. Received parent/guardian permission if the student is less than 18 years of age.

6. The test-out option should not be exercised for students without deliberation and clear evidence of the likelihood of student success both on the test itself and in future coursework/endeavors. Students who do not meet the eligibility criteria above must not be assessed for this purpose.

7. The fee to attempt to demonstrate subject area competency is $50.00.
   a. Should the student achieve Distinguished Learner on the EOC and accept the credit. The fee will be refunded.
   b. Should the student achieve Distinguished Learner on the EOC and not accept the credit. The fee will not be refunded.
   c. Should the student not achieve Distinguished Learner on the EOC. The fee will not be refunded.

8. Students who do not achieve the level of Distinguished Learner and take the course later, will be required to take the EOC again. EOC scores cannot be banked for later use.

9. Under NCAA requirements, units of credit earned through testing-out using the EOC will not count as core course credit for athletic aid for any student seeking NCAA Division I or II athletic scholarships.
School Enrollment Required: Any applicant who is younger than 18 years of age must be enrolled in and not under expulsion from a public or private school for an instruction permit or driver’s license. The State Department of Education will forward student enrollment, suspension and expulsion information from the statewide student information system to DDS, which will issue licenses when its records indicate that applicants are enrolled in school and not under suspension or expulsion.

Under revised O.C.G.A. 20-2-701, schools still must report truant students to juvenile court. Pursuant to O.C.G.A. 20-2-735, a possible consequence for truancy includes the denial or suspension of a driver’s license for a child.
Appendix F        SCHOOL CLUBS

LCSS
Parental Opt-Out of Club Participation

Student Name: ________________________________________________________________

School: ___________________________________________________________

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

I wish to withhold permission for my child to participate in the student club(s) listed below:

_____________________________________________________________________________
_____________________________________________________________________________

Parent/Guardian Name: _________________________________________________________
(Please print)

Parent/Guardian Signature: _______________________________________________________

Date: _______________________________
Listed below are the various clubs that function within the school system. Where “To Be Announced” is indicated with “TBA,” an advisor had not been named at the time of production for this Code of Conduct. Individuals may contact the school to inquire about the name of an advisor to be announced. If you **DO NOT** wish for your student to participate in any of the following clubs, you must sign and return the Parental Opt-Out of Participation Form of this Code of Conduct indicating that you do not want your son/daughter to participate in clubs. If you would like to know specific activities of a club, you may contact the school for information.

**Pre-K – No Clubs**

**ELEMENTARY SCHOOLS**

**Button Gwinnett Elementary School**

<table>
<thead>
<tr>
<th>CLUB NAME</th>
<th>ADVISOR</th>
<th>CLUB DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chorus</td>
<td>Mr. Adams</td>
<td>BGE 4th and 5th grade students are given the opportunity to build knowledge of music terminology and display their talents at various times during the school year.</td>
</tr>
<tr>
<td>EAGLEBOTS</td>
<td>Ms. Tracie Chavis</td>
<td>Students in grades 3-5 performing above grade level in reading and math may be recommended for the BGE Robotics Club, EAGLEBOTS. Students will learn how to use problem-solving, investigative, and mechanical skills to enable robots to complete a variety of tasks. The robotics club will meet bi-monthly during after school hours.</td>
</tr>
<tr>
<td>Helen Ruffin Reading Bowl</td>
<td>Mrs. Tory Baker</td>
<td>BGE students will participate in the annual Helen Ruffin Reading Bowl. The team will meet to help prepare students to compete against other school teams in the county. They will read and discuss the books from the HRRB book list and practice answering questions pertaining to each book.</td>
</tr>
<tr>
<td>MindShift</td>
<td>Ms. Celeste Martin-Nathan</td>
<td>MindShift is a club and a “movement for change” where select students will take part after school in research-based interventions and out-of-the-box thinking along with teachers and community leaders.</td>
</tr>
<tr>
<td>PBIS</td>
<td>Ms. Danielle Strickland</td>
<td>Students in grades 3-5 meet to discuss ideas to create a positive school and classroom climate. They will write and create skits to perform on the school news to demonstrate what positive behavior looks and sounds like.</td>
</tr>
<tr>
<td>CLUB NAME</td>
<td>ADVISOR</td>
<td>CLUB DESCRIPTION</td>
</tr>
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<tr>
<td>Coding with Cota</td>
<td>H. Cota</td>
<td>3rd, 4th, and 5th grade students will be invited to attend an after school coding club. In the club, students will be working on coding activities on-line, with coding apps, and using robotics. We will also be working with unplugged coding activities where students will use deductive and logical thinking to discover answers using coding foundations. Students can be recommended for the club by homeroom teachers.</td>
</tr>
<tr>
<td></td>
<td>B. Busby</td>
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<tr>
<td>FLE Chorus</td>
<td>Mrs. Cahill</td>
<td>Participants will meet twice a week from 2:15-3:00. The FLE chorus performs at various school functions, including pep rallies, Field Day, student showcases, and other events throughout the year. We also perform in the community for the Holiday Extravaganza, as well as at a Board of Education meeting. The purpose of the FLE chorus is to expand on the students musical abilities, form a close-knit team of students who can depend on each other and spread the message of various holidays and events through song and dance.</td>
</tr>
<tr>
<td>FLE Spirit Squad</td>
<td>Ida Chance</td>
<td>The purpose of this spirit squad is to promote and provide a caring, supportive unit that positively impacts students’ academic success, attitudes, motivation, and goal setting. The FLE Spirit Squad consists of 3rd, 4th, and 5th grade girls who are recommended by teachers. They develop leadership skills through cheerleading, develop relationships, and build positive self-esteem through on-going activities. The squad participates in Red Ribbon Week, GMAS Pep Rally, football and basketball games, Anti-Bully Campaign, parades, and Sisters by Choice Breakfasts.</td>
</tr>
<tr>
<td>FLE True Explorers</td>
<td>Ida Chance,</td>
<td>The purpose of the True Explorers is to provide opportunities for young men to gain social, behavioral, and emotional success through a mentoring program. The members participate in several events and activities throughout the school year such as the MLK Parade, Anti-bullying Campaign Rally, Red Ribbon Week, and Young People Against Gun Violence. True Explorers is open to 4th and 5th grade boys nominated by teachers.</td>
</tr>
<tr>
<td>Journalism Club</td>
<td>S. Justice</td>
<td>The purpose of the Journalism club is to give students experience in writing to an audience as well as researching topics and conducting interviews. The students will work together to create a quarterly newspaper for the school. They will cover current school and county events and topics of interest. They will conduct interviews of students, teachers, and staff. We will meet on Tuesdays from 2:15-3:15.</td>
</tr>
<tr>
<td>STEM Club</td>
<td>Becky Busby</td>
<td>3rd, 4th, and 5th grade students that are nominated by their homeroom teachers will participate in STEM club. The focus of the club will be to participate in engineering challenges using Science, Technology, Engineering, and Math concepts. The goal of the club is to select students to participate in the school Science Olympiad team. The students selected for the Science Olympiad Team will represent our school in a local competition focusing on engineering challenges using STEM education principles.</td>
</tr>
<tr>
<td>CLUB NAME</td>
<td>ADVISOR</td>
<td>CLUB DESCRIPTION</td>
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<tr>
<td>The Gentlemen of JME</td>
<td>Lester McKinney, Trey Ellis</td>
<td>The purpose of this club is to pair our young male students with a positive role model who will exemplify character traits such as honesty, integrity, and leadership. Along with their high school mentor, the Gentlemen of JME will participate in various events throughout the community.</td>
</tr>
<tr>
<td>Girls on the Run</td>
<td>Sarah Trawick</td>
<td>The purpose of Girls on the Run is to promote self-esteem, the value of teamwork and the development of life skills such as handling emotions. Running and other physical activity is integrated into the program to inspire appreciation for fitness and healthy habits. Participants must be in 3rd-5th grades and are expected to participate in a Community Impact Project as well as the end of season Girls on the Run 5K event. Students will meet after school Tuesdays and Thursdays from 2:45-4:15.</td>
</tr>
<tr>
<td>Good News Club</td>
<td>Sierra Johnson</td>
<td>The purpose of the Good News Club is to provide an opportunity for interested students to engage in an after-school Character Education curriculum. The Good News Club provides faith-based lessons including songs, scripture memorization, a mission story, and review games.</td>
</tr>
<tr>
<td>Helen Ruffin Reading Bowl (HRRB) Club</td>
<td>Venita Allmond</td>
<td>The purposes of the club are to help students become better readers, to instill an appreciation for reading, and to prepare them to compete against other elementary schools in the annual Helen Ruffin Reading Bowl. The club will meet to review the books and to practice team building skills. Students will meet during lunchtime on specified days. Meetings will also take place after school until 3:30 pm on specified days starting in October.</td>
</tr>
<tr>
<td>JME All-Star Spirit Squad</td>
<td>Jessica Edgar, Kimberly Stewart</td>
<td>The purpose of the Spirit Squad is to promote and maintain a positive school climate. Squad members are expected to serve as positive role models. All squad members will maintain a B average or better and maintain excellent behavior. Practices will be held on Thursday afternoons from 2:30-3:30 at Joseph Martin Elementary.</td>
</tr>
<tr>
<td>Math Club</td>
<td>Megan Subryan, Sarah Trawick</td>
<td>Students in 3rd - 5th grade will be invited to participate in the Math Club, which will focus on state and national math standards. Children who enjoy math will practice math skills, challenging themselves through enriching games and structured practice. Students must maintain a grade of 80% or higher in all classes to continue in the club, and must be at or above grade level according to MAP to sign up. Students will meet Monday afternoons from 2:30 - 3:15 pm.</td>
</tr>
<tr>
<td>Student Ambassadors</td>
<td>School Counselor</td>
<td>The student ambassador program is a leadership opportunity for 3rd, 4th, and 5th grade students. A student ambassador at Joseph Martin Elementary School is someone who will build community within our school while acting as a positive role model. Student ambassadors may be asked to mentor new students and provide tours of our school for visitors. Student ambassadors may participate in the orientation of new students, participate in service projects, maintain good effort in all subjects and set a positive example for others in their words, actions, and work habits. The homeroom teacher will nominate one representative.</td>
</tr>
<tr>
<td>Student Council</td>
<td>Rebecca Mock, Sadie Boone</td>
<td>Members of Student Council will be to fully engaged in the governance and decision making process at the school. Students will be involved in decision making processes for consequences for misbehaviour, student rewards, promoting school spirit, and fundraising/donations for charities.</td>
</tr>
<tr>
<td>Superstar Choir</td>
<td>Christian Flesher, Stephanie Hand</td>
<td>Students in fourth and fifth grade are invited to become a member of the Superstar Choir. The JME Honors Choir strives to inspire student achievement through quality music education and the pursuit of creative expression through choral music performance. We encourage our singers to be leaders in our school by maintaining excellence in academics and behavior. We are individual voices, but we are learning that when we work as a team we can enrich the lives of those around us with music. All participants are expected to be role models to peers, have excellent behavior and maintain an 80% GPA or better. Students will meet after normal school hours.</td>
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<tr>
<td>CLUB NAME</td>
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<tr>
<td>“Acting Up” Drama Club:</td>
<td>K. Greene</td>
<td>The Acting Up Drama Club seeks students in 2nd-5th grade who have a desire to learn this art form in a fun caring setting. Students will be encouraged to participate in a variety of dramatic activities such as mime, monologue, and improvisation. Students’ critical thinking, creativity, and self-esteem will flourish as a part of this club! We have performed with the LES Honors Chorus, attended field trips to the Savannah Children’s Theater and Jacksonville Children’s Theater.</td>
</tr>
<tr>
<td>Chorus</td>
<td>L. Johnson</td>
<td>Fourth and fifth grade students will audition for chorus and participate in concerts/special events throughout the school year.</td>
</tr>
</tbody>
</table>
| Fit Kidz                 | S. Battahni, K. Greene| Fit Kidz will creatively boost the well-being of children in grades K-5 using a fun and experience based curriculum that integrates fitness and life skills. A Fit Kid will  
  - Recognize the power within him/herself and his/her responsibility in decision making.  
  - Embrace diversity and seek similarities between ourselves and others.  
  - Enhance the connectivity of our school community through positive and respectful words and deeds.  
  - Exert care for our physical and emotional well-being.  
  Students will meet once a week after-school and complete activities that build self-esteem, understanding/appreciation of diversity and physical and emotional fitness. |
<p>| Helen Ruffin Reading Bowl Club | K. Craven| Liberty Elementary fourth and fifth graders have participated in the Liberty County Helen Ruffin Reading Bowl annually. The purposes of the club are to help students become better readers now, to instill an appreciation for reading, and to prepare them to compete against other elementary schools in the annual Helen Reading Bowl. Students participating in the HRRB club work as a team to read books and compete in a game format to answer reading comprehension style questions. Students will read titles from the Georgia Children’s Book Award list for the current school year and participate in practice after school. The club will meet to review the books and to practice team building skills. |
| Nature Club               | TBA      | This club is a hands-on club concerning horticulture, agriculture, and wildlife. Students will learn about plants and animals, how to identify them, help maintain “backyard” habitats for animals, explore what students can do to help the environment, spend time outdoors exploring nature, and many more adventures. |
| Olympiad/Engineering Club | N. Mondesir| Extends knowledge learned in science and prepares the students for hands-on experiences and knowledge-based activities to be used in a statewide competition.                                                                                                                                                                                                 |
| Safety Patrol Club        | L. Cooke| Our LES Safety Patrol is made up of model 5th grade students who are recommended by teachers. Our patrol consists of students who are ready, responsible, and responsible at all times. This club recruits students who demonstrate leadership qualities and follow our high level of standards and expectations. Parents and students must sign permission letters and agreements prior to participating in our Safety Patrol. The safety patrol assists teachers, adults, and students during our morning homeroom class and at special events. |
| Science/STEM Club:        | TBA      | The science club is a cooperative effort to increase the focus on science throughout the general curriculum. Students will meet during and after school to organize events such as Science Night. Students will also participate in science-based projects and activities.  |</p>
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<tr>
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<tr>
<td><strong>Technology Club</strong></td>
<td>N. Mondesir</td>
<td>Students (grades to be determined) will participate in a technology club to upgrade their technology skills and produce a project. The students who are interested in this club will learn more about technology and they will participate in a variety of special technology related projects including but not limited to coding and green screen production.</td>
</tr>
</tbody>
</table>
| **The Big Brother/Big Sister Club** | Ms. Aretha Miller | Fourth and fifth grade students will be chosen by their teachers to mentor ten to twelve K-1 students. The students will team up to create the Big Brother/Big Sister Club as a way to enhance positive social skills, with some of the oldest and youngest children in the building. This approach will promote positive relationships between all children, regardless of which grade they are in. The 4th and 5th grade students will be selected based on their leadership skills and the schools expectation of being ready, responsible, and respectful. The Big Brother/Big Sister pairing will remain the same in order to foster the social skills and the relationship side of the learning. The pairs play different board games, phonics games and math games chosen to enhance sharing, turn-taking and other social skills, and encourage conversation regarding how to follow rules while playing games. Through these activities the students can also build character traits such as:  
  - respect authority  
  - pay attention  
  - obey willingly and immediately  
  - apply themselves to the task at hand  
  - learn rules and apply them  
  - do their best  
  - understand how things work together  
  - finish the job  
  - do right because it’s right to do right  
  - choose things that are excellent |
| **The Math Club**        | TBA            | The Math Club offers mathematics enrichment programs for students. The club will provide math education through non-traditional topics that supplement core curriculum. The material is chosen to stimulate and motivate all students to achieve the highest levels of math knowledge and skills of which they are capable. |

**Lyman Hall Elementary**

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<tr>
<th>Club Name</th>
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<tr>
<td><strong>Art Club</strong></td>
<td>TBA</td>
<td>The Art Club is an after-school enrichment activity available to 4th and 5th grade students. Students will have the opportunity to develop their creative skills through a variety of works of art and through different mediums. There is a $10 fee to cover the cost of materials.</td>
</tr>
<tr>
<td><strong>Girls on the Run</strong></td>
<td>C. Lewis</td>
<td>A 501(c) 3 non-profit organization dedicated to creating a world where every girl knows and activates her limitless potential and is free to boldly pursue her dreams. Meeting twice a week in small teams of 8-20 girls, we teach life skills through dynamic, interactive lessons and running games. The 24-lesson curriculum is taught by certified Girls on the Run coaches and includes three parts: understanding ourselves, valuing relationships and teamwork and understanding how we connect with and shape the world at large. Running is used to inspire and motivate girls, encourage lifelong health and fitness, and build confidence through accomplishment. At each season’s conclusion, the girls and their running buddies complete a 5k running event (December) which gives them a tangible sense of achievement as well as a framework for setting and achieving life goals. The result- making the seemingly impossible, possible, and teaching girls that they can.</td>
</tr>
<tr>
<td><strong>Sensations Chorus</strong></td>
<td>W. Taylor</td>
<td>Students in third, fourth, and fifth grade can audition and become a member of the Sensations Chorus. Auditions will begin in August and practices will be held starting early September. The chorus will perform a holiday concert in December. It’s your turn to become a member of this SENSATIONAL group! Parents will be responsible for the student’s transportation.</td>
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### Taylors Creek Elementary

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<tr>
<th>CLUB NAME</th>
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<tbody>
<tr>
<td>4th/5th Chorus</td>
<td>TBA</td>
<td>Students will try out for chorus and perform in special events such as the LCSS Holiday Extravaganza, Winter Concert, and Spring Concert.</td>
</tr>
<tr>
<td>Reading Bowl Club</td>
<td>Bridgett Clarke</td>
<td>The Helen Ruffin Reading Bowl (HRRB) is a fun, quiz-bowl type competition. At the Bowl, students strive to &quot;buzz&quot; in and correctly answer questions about the current year's Georgia Book Award nominees faster than the opposing teams. Members will read and discuss the nominee books. Reading Bowl club members will be selected to represent TCE at the HRRB. Team members will be chosen based upon behaviors exhibited at the meeting as outlined in the team selection rubric. The HRRB Club/Team will meet weekly in the library from after school until 3:15. Meetings will continue (all club, then team only) until the bowl in January. Team selection will be announced in November/December. After the announcement, only the ten chosen team members will attend remaining practices. Other club members are excused.</td>
</tr>
<tr>
<td>Running Club</td>
<td>Kelly Edgington &amp; Dwayne Herring</td>
<td>Boys and girls in grades 3-5 will train over a 10 week period to run a 5K. Students also discuss healthy eating, goal setting, and intrinsic motivation.</td>
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### Waldo Pafford Elementary School

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<tr>
<th>CLUB NAME</th>
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<tbody>
<tr>
<td>Art Club</td>
<td>Leanne Godbee</td>
<td>Provides an avenue for students to exchange creative ideas, create imaginative artworks and to collaborate with other students. These students have and will continue to contribute artwork to our school and our community. The WPE Art Club meets once a week for forty-five minutes. The Art Club has created and displayed several murals, made ornaments, and will be creating another large colorful mural from recycled material.</td>
</tr>
<tr>
<td>Beginning Chorus Intermediate Chorus</td>
<td>Jodie Austin</td>
<td>A selected group of students in grade 3rd through 5th. By participating in chorus, students are able to develop their vocal ability, increase memory skills, and learn the fundamentals of being a performer. The chorus rehearses after school and performs concerts throughout the school year for a wide range of audiences. Performances: Board of Education, Christmas Extravaganza, Pep Rally</td>
</tr>
<tr>
<td>Book Club</td>
<td>Jaime Rearley</td>
<td>The mission of the book club is to encourage and cultivate interest in children’s literature. The club will develop students’ reading comprehension skills, increase Lexile scores, and promote students’ ownership and responsibility for their learning through individual and group collaboration and discussion. A select number of students will earn a spot on the Wildcat Helen Ruffin Reading Bowl Team. Activities include: Reading the Georgia Children’s Book Award Nominees for 2016-2017, taking AR quizzes, writing comprehension questions, reviewing the HRRB rules and procedures, answering comprehension questions, discussing literature, writing book reviews, drawing pictures to illustrate key characters and plot events, responding to literature using journals, analyzing characters, sequencing plot events, and Lexile tracking.</td>
</tr>
<tr>
<td>Let’s Get Fit Club</td>
<td>Sybil Hunnewell Frank Barney</td>
<td>The mission is to encourage and cultivate interest in children’s literature. The club will develop students’ reading comprehension skills, increase Lexile scores, and promote students’ ownership and responsibility for their learning through individual and group collaboration and discussion. A select number of students will earn a spot on the Wildcat Helen Ruffin Reading Bowl Team. Activities include: Reading the Georgia Children’s Book Award Nominees for 2016-2017, taking AR quizzes, writing comprehension questions, reviewing the HRRB rules and procedures, answering comprehension questions, discussing literature, writing book reviews, drawing pictures to illustrate key characters and plot events, responding to literature using journals, analyzing characters, sequencing plot events, and Lexile tracking.</td>
</tr>
<tr>
<td>Step and Dance Team</td>
<td>Michelle Harris</td>
<td>The mission is to promote academic achievement, unity and leadership within a diverse organization, through teamwork and encourage self-respect and discipline throughout the community. Composed of 4th and 5th grade members who have the opportunity to exhibit stepping, dance and athletic abilities within a team setting. In order to be a part of the team students must have self discipline, exemplify citizenship to fellow peers, and show respect to their teachers, classmates, team, and coaches.</td>
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<th>CLUB NAME</th>
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<tr>
<td>4-H Club</td>
<td>SGMS: TBA</td>
<td>The purpose of this club is to assist youth in acquiring knowledge, developing life skills and forming attitudes that will enable them to become self-directing, productive and contributing citizens.</td>
</tr>
<tr>
<td>Academic Bowl</td>
<td>LFMS: J. Shifflett/Devaney</td>
<td>(Middle School) This group meets in preparation for competition in an academic “quiz” bowl setting. This event is sponsored annually by the Professional Association of Georgia Educators (PAGE). This group prepares and participates in regional competition.</td>
</tr>
<tr>
<td>Activities for Life Club</td>
<td>SGMS: S. Howard and J. Polk</td>
<td>Students participate in a variety of “activities for life” games to help facilitate their goal of living an active, healthy lifestyle. Games will include frisbee, soccer, basketball, flag football, softball, etc.</td>
</tr>
<tr>
<td>Anime Club</td>
<td>SGMS: S. LaSalle</td>
<td>Anime enthusiasts can come draw, discuss, dress up, play games, promote, and share their interests involving anime and Japanese culture. Members must provide their own materials and have background knowledge of the culture.</td>
</tr>
<tr>
<td>Art Club</td>
<td>LCHS-C. Hicks/ B. Hobby LFMS- C. Capps MMS- B, Wulforst</td>
<td>The purpose of this club is to provide enriched opportunities for students to explore, experience, and share the visual arts and to provide additional opportunities for them to exhibit their art work and to share their interest in art with their peers.</td>
</tr>
<tr>
<td>Band</td>
<td>BI: Aubrey Simmons LCHS: P. Sohayda LFMS: Long MMS: TBA</td>
<td>The purpose of band is to promote musical awareness through concerts and festivals and to enhance musical skills development through school and community performance. The band participates in regional competition and concerts throughout the year.</td>
</tr>
<tr>
<td>(BAPS) Bradwell Advanced Placement Scholars</td>
<td>BI: T. Currie</td>
<td>The Bradwell Advanced Placement Scholars (BAPS) program is designed to give students multiple Advanced Placement course offerings by teachers who are specially trained through the College Board. BAPS will give Bradwell students exposure to college-level materials, skills, and provide opportunities to earn college credit by passing AP subject examinations. While currently most of the honors, accelerated and AP courses offered at BI are in Mathematics, Science, English and Social Studies, we are actively working to provide AP courses in Fine Arts, Foreign Language, and others.</td>
</tr>
<tr>
<td>Beta Club</td>
<td>BI: Tonya Dill/ Tori Lewis</td>
<td>The purpose of the Beta Club is to promote character, develop leadership skills, encourage service involvement, and recognize student achievement.</td>
</tr>
<tr>
<td>BI Gents</td>
<td>BI: DeAndre Davis</td>
<td>At risk males are provided leadership opportunities and goal setting to increase their chances for success.</td>
</tr>
<tr>
<td>Bible Club</td>
<td>BI: Ken Scharnagl</td>
<td>This club is a student led organization in which members are allowed to discuss topics from the bible. They also take part in student led prayer activities, such as those around the flagpole on special occasions.</td>
</tr>
<tr>
<td>Book Club</td>
<td>SGMS: Clay &amp; Hunt</td>
<td>The Book Club will be a safe place to relax and laugh with other people who love books. Advisors will encourage participation and positive discussion. Participants will respect others’ thoughts and provide positive feedback to others’ ideas.</td>
</tr>
<tr>
<td>Card Games Club</td>
<td>SGMS: T. Boone</td>
<td>The purpose of the Card Game Club is to promote positive interactions with peers, as well as exercising skills of strategy and critical thinking. Students will learn basic strategies of a variety of games, such as Old Maid, Uno, Apples to Apples, Concentration, and many more. Students will also have mini-lessons on the importance of taking turns and good sportsmanship.</td>
</tr>
<tr>
<td>Character Actors</td>
<td>SGMS: C. Boyd</td>
<td>Character Actors are students willing to learn new information about social skills and life issues/concerns. They will share what they learn with others and help to make their school a great place to be.</td>
</tr>
<tr>
<td>Chess Club</td>
<td>LFMS: Werdlow SGMS: TBA LCHS: C. Smith</td>
<td>This club meets to learn the skills and fundamentals of the game of chess. Such skills as planning strategies, long-term cause and effect and sportsmanship are encouraged. Strategy is the essence of being successful in life. This club is for the experienced player as well as the student who wishes to learn chess.</td>
</tr>
<tr>
<td>Chorus</td>
<td>BI: M. Morris LCHS: R. Hirneisen</td>
<td>The purpose of the Chorus is to build knowledge, character, friendships and a multitude of skill types. Through singing great music, the chorus conveys to children the human</td>
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<tr>
<td>Club Name</td>
<td>SGMS/BI/LCHS/LFMS</td>
<td>Description</td>
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<tr>
<td>LFMS: C. Stalls</td>
<td>MMS: TBA</td>
<td>Members of Chorus may participate in various concerts throughout the year, and Bradwell’s Advanced Chorus members may participate in the Hinesville Christmas Tree Lighting, the GMEA District Honor’s Chorus, the GMEA Large Group Performance Evaluation, and the GHSA Literary Meet.</td>
</tr>
<tr>
<td>Comic Book Club</td>
<td>SGMS: M. Reynolds</td>
<td>The Comic Book Club is dedicated to comic book collectors currently collecting DC and Marvel Comics. Students will act as a discussion forum for current and past story arcs that focus on character analysis and multi-verse alignment. The club is designed to encourage reading, collecting, and appreciation of comic books. Students will be required to bring their own comics.</td>
</tr>
<tr>
<td>Culture Club</td>
<td>SGMS: Jackson</td>
<td>The mission of the Culture Club is to celebrate the cultures of countries around the world. The students will learn to appreciate the differences of various cultures and be able to establish a common ground as they explore the similarities. Students will learn basic language, listen to music, learn traditional dances, read traditional literature and stories, play traditional games, and try traditional foods. Guest speakers may be brought in to give first hand information on traditions and cultures.</td>
</tr>
<tr>
<td>DEAR (Drop Everything And Read)</td>
<td>SGMS: S. Brown</td>
<td>This club is for students who love to read, and the focus of the club is to make reading enjoyable and encourage more students to take AR tests.</td>
</tr>
<tr>
<td>Debate Club</td>
<td>BI: Thomas Thornton</td>
<td>The purpose of the Debate Club is to provide students an opportunity to learn the skills of researching topics and presenting arguments in a debate format.</td>
</tr>
<tr>
<td>Disney Club</td>
<td>SGMS: T. Cross</td>
<td>In the Disney Club, students will learn about Walt Disney. They will learn about different characters he created, watch movies from Disney and draw and color Disney characters.</td>
</tr>
<tr>
<td>Domino Club</td>
<td>SGMS: Ransby-Hunt</td>
<td>This club will teach students how to play dominoes while incorporating basic math skills, such as multiplication, addition and reasoning.</td>
</tr>
<tr>
<td>Drama Club</td>
<td>BI: Cody Wilson</td>
<td><strong>(High School)</strong> The purpose of the Drama Club is to provide opportunities to advance skills and talents in the field of performing arts; to create timely and thought-provoking works of art in the context of the stage, working collaboratively both onstage and backstage; and, to prepare those students so inclined for a career in the field of theatre. <strong>(Middle School)</strong> The mission is to develop an appreciation and deeper understanding of fine arts in the areas of production and performances and to encourage students to learn acting techniques and to perform on stage. The drama club provides opportunities to advance skills and talents in the field of performing arts; to create timely and thought-provoking works of art in the context of the stage, working collaboratively both onstage and backstage; and, to prepare those students so inclined for a career in the field of theatre.</td>
</tr>
<tr>
<td>Drawing Club</td>
<td>SGMS: W. Bush</td>
<td>The purpose of the Drawing Club is to offer students an outlet for creating work that does not follow the constraints of their assignments. Students can hone their drawing skills and think of drawing as an end in itself. Members test various drawing materials and mediums and use meeting time both to create and to discuss their work.</td>
</tr>
<tr>
<td>Eagle-ette Club</td>
<td>SGMS: TBA</td>
<td>Girls in grades 6-8 will meet to focus on self esteem, friendship building, and etiquette. At meetings we will discuss current events, hygiene, and self worth. The club setting allows girls to feel comfortable talking about real life situations with supportive teachers and peers.</td>
</tr>
<tr>
<td>Family Career and Community Leaders of America (FCCLA)</td>
<td>BI: K. Snelson LCHS: Jonnie Larson</td>
<td><strong>(High School)</strong> The FCCLA is a national student organization designed to help young men and women become leaders and to address important personal, family, work and social issues through family and consumer sciences education.</td>
</tr>
<tr>
<td>Fellowship of Christian Athletes (FCA)</td>
<td>BI: Ken Scharnagl LCHS: J. Davis</td>
<td>The purpose of FCA is to foster student leadership and Christian ministry through faith, commitment and accountability.</td>
</tr>
<tr>
<td>Club Name</td>
<td>BI/SGMS</td>
<td>Description</td>
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<tr>
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</tr>
<tr>
<td>Flute Choir</td>
<td>SGMS: TBA</td>
<td>The purpose of the Flute Choir is to further the skills and playing ability of seventh and eighth grade flute students. Members will participate in a rehearsal on various flute repertoires.</td>
</tr>
<tr>
<td>Friends and Student Unite (FASU)</td>
<td>BI: TBA</td>
<td>FASU Club and ESOL (English to Students of Other Language) class will work together as a “buddy” system for ESOL students FASU will be a club to unite non-English speaking students with English speaking students to help build the confidence of our foreign students. We hope to promote and to defend the interest of all students, but the club’s primary goal is to promote and immerse our ESOL students in the American culture without these students losing their native cultures. This club will broaden the horizon for not only our foreign students, but out American students as well, as they interact with students of other countries/cultures. The club’s goal is not only to have our non-English speaking students to become more efficient in the English language, but also to integrate them with our American school system and the community whenever and wherever possible.</td>
</tr>
</tbody>
</table>
| Friends Helping Friends                       | BI: Charlie Moon, SGMS: Gilbert  | BI - Friends Helping Friends is a club designed to bring regular education students and special education students together. The regular education students help with activities and daily routines of their special education peers. They also help with the organization and development of the annual Special Needs Gala.  

SGMS - This organization would facilitate relationships between disabled and nondisabled students. |
<p>| Future Business Leaders of America (FBLA)    | LFMS: Cruz, BI: P. Woodard, LCHS: D. Frazier | The mission of FBLA is to promote the understanding of free enterprise and workplace values and to encourage entrepreneurship and ethics in business. At the high school level the association is for students preparing for careers in business or business related fields through leadership development programs. Students in FBLA participate in region and state competitive events; and, participate in fundraising activities to support worthy causes (breast cancer awareness, leukemia, etc.). |
| Future Farmers of America (National FFA Organization) | BI: L. Martin, LCHS: J. Crane-Bohannon | The mission of the National FFA is to serve as an integral part of the agricultural education program dedicated to making a positive difference in the lives of students by developing their potential for leadership, personal growth and career success. Students will participate in monthly FFA meetings, the Georgia National Fair, the State Convention, Summer Leadership Camp, summer office Training, career development events, community service, and will help with fall and spring plant sales. |
| Gardening Club                                | Horizons: TBA, SGMS: TBA         | The purpose of the Gardening Club is to teach students about the value of house plants (aesthetics, purifying air, medicinal purposes), as well as how to start, transplant and propagate various types of houseplants. We will also be starting some basic vegetable plants, such as green beans and peas, so that students can begin growing their own vegetables for consumption. |
| Georgia Technology Student Association (GA TSA) | LCCA: M. Goodson                | The mission of GA TSA is to prepare its members to be successful leaders and responsible citizens in a technological society through co-curricular activities with the technology education program, thereby developing communication, leadership, and competitive skills. Planned activities include participation in the Leukemia/Lymphoma Fundraiser, the State Leadership Conference, and an annual community service project. |
| Girls’ and Boys’ Club                         | MMS: C. Wingate                 | Girls and boys in grades 6-8 will meet monthly to focus on self esteem, friendship building, and etiquette. At meetings, we will discuss current events, hygiene, and self worth. The club setting allows girls and boys to feel comfortable talking about real life situations with supportive teachers and peers. |
| Girls Gab                                     | SGMS: TBA                       | The purpose of this club is to teach girls how to be independent emotionally, socially and financially by being confident young ladies. Activities will include teaching etiquette, manners, and how to interview for a job. Additionally, members will learn about finances, dressing for success, career readiness, and dating dilemmas. |
| Green Club                                    | BI: TBA, LFMS: TBA, MMS: M. Kennedy | The Green Club is a group focused on recycling and earth friendly activities. Members will participate in campus clean ups and participate in Keep Liberty Beautiful activities and the Liberty County Earth Day celebration. |
| Health Occupations                            | LCCA: P. Scott                  | The mission of HOSA is to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill and leadership development of all |</p>
<table>
<thead>
<tr>
<th>Students of America (HOSA)</th>
<th>health occupations students, therefore, helping the students to meet the needs of the health care community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helen Ruffin Reading Bowl (HRRB)</td>
<td>Students participating in the HRRB work as a team to read books nominated for the Georgia Peach Book Award for Teen Readers. They then compete in a game format to answer reading comprehension style questions related to their reading. Beyond the Liberty County Bowl there is a Southern Regional level of competition and a state level. The state level competition takes place at the Children’s Literature Conference in Athens, Georgia each year.</td>
</tr>
<tr>
<td>History Club</td>
<td>This club meets to study important concepts of our nation’s history, with particular emphasis on the rich history of Liberty County. Additionally, students run the school store in the morning.</td>
</tr>
<tr>
<td>iLady-(Inspiring Leadership Ambition Determination Year-Round)</td>
<td>The mission of ILady is to enhance the learning experiences of young ladies through the use of emerging technology and exposure to genuine life experiences. The goals of ILady are to engage students in activities that: stimulate sustainable interest in STEM, engage in authentic learning activities, and promote college and career readiness.</td>
</tr>
<tr>
<td>I-Pad Club</td>
<td>The purpose of the iPad Club is to help Students research current (and possibly past) events that will keep the SGMS Eagles informed on what is going on in society. Not all students have the resources to watch or hear the news, and oftentimes adults are too busy to watch the news. The students will use the research to create a PSA that can be shared at school to inform the students, faculty, and staff. They will make a presentation or movie of the research using the iPads.</td>
</tr>
<tr>
<td>“I’m Worth the Wait” Club</td>
<td>This group meets to provide female students with appropriate responses to peer pressure, to include, but not limited to, abstinence, alcohol and drug abuse awareness and prevention and being successful while in school. Participation requires written parental approval.</td>
</tr>
<tr>
<td>Junior Relay for Life Team</td>
<td>This group meets as a student organization to support the fight for the cure for cancer. The team participates in fundraising activities to raise awareness and to support the Relay for Life Team.</td>
</tr>
<tr>
<td>Junior Reserve Officers' Training Corps (JROTC)</td>
<td>The mission of JROTC is to motivate young people to be better citizens through a broad curriculum, which includes co-curricular activities. Some of the planned activities include participation in various parades, including the Veteran’s Day Parade, the MLK Parade, and the Hinesville Christmas Parade. JROTC students will also participate in ceremonies, such as the Military Ball, graduation, Pearl Harbor Day ceremony, BI Senior Awards Night, Veteran’s Day Ceremony, and the Warrior Walk Wreath Ceremony. Members will also participate in drill meets and competitions.</td>
</tr>
<tr>
<td>Life Skills 101</td>
<td>Students will be learning how to complete job applications, complete voter registration, how to get a driver’s permit, how to open a bank account, etc.</td>
</tr>
<tr>
<td>Line Dancing Club</td>
<td>The Line Dancing Club is a fun-filled group that teaches the fundamental steps of popular R&amp;B dances. This class is for beginners as well as the practiced dancers.</td>
</tr>
<tr>
<td>Literary Club</td>
<td>Literary is an academic and musical competition sponsored by the Georgia High School Association. Meets are held at both the region and state levels, and events include boy’s and girl’s solo, boy’s quartet, girl’s trio, boy’s and girl’s essay, boy’s and girl’s dramatic interpretation, and boy’s and girl’s extemporaneous speaking. The region meet takes place the second week of March, and the state meet takes place in late March. More information can be found at <a href="http://www.ghsa.net">www.ghsa.net</a>.</td>
</tr>
<tr>
<td>Math Club (1st in Math)</td>
<td>The purpose of Math Club is to promote the learning and usefulness of mathematics in school and in life. Students participate in various math-related activities including Math League. The students participate in regional, state, and national competition throughout the year.</td>
</tr>
<tr>
<td>Math Club</td>
<td>Bradwell’s Math Club is an opportunity for students to solve more challenging and unique math problems with others who also enjoy it. At times, there may be competitive contests available for us as well. Within Math Club, there is Mu Alpha Theta. This is a national high school and two-year college mathematics honor society. Upon qualifying for this group, additional math competitions become available.</td>
</tr>
<tr>
<td>Club Name</td>
<td>SGMS/LCHS</td>
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<tr>
<td>Mat Making Club</td>
<td>SGMS: TBA</td>
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<tr>
<td>Men of Distinction</td>
<td>SGMS: Walker</td>
</tr>
<tr>
<td>Mentoring-From Boys to Men</td>
<td>MMS: G. Layton</td>
</tr>
<tr>
<td>Movie Club</td>
<td>SGMS: B. Brown</td>
</tr>
<tr>
<td>Mystery Club</td>
<td>SGMS: TBA</td>
</tr>
<tr>
<td>National Honor Society</td>
<td>BI: L. Martin, LCHS: A. Binning &amp; Dr. Little</td>
</tr>
<tr>
<td>National Junior Honor Society</td>
<td>LFMS: J. Jackson</td>
</tr>
<tr>
<td>News Club</td>
<td>LFMS: Jennings and Rosas</td>
</tr>
<tr>
<td>Newspaper Club</td>
<td>SGMS: TBA</td>
</tr>
<tr>
<td>Odyssey of the Mind</td>
<td>LFMS: C. Capps</td>
</tr>
<tr>
<td>Outdoor Classroom Club</td>
<td>LFMS: Peterman</td>
</tr>
</tbody>
</table>

Code of Conduct page-70
<table>
<thead>
<tr>
<th>Club</th>
<th>SGMS:</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper Craft Club</td>
<td>TBA</td>
<td>The purpose of the Paper Craft Club is to introduce students to various items which can be created from paper. Students will create inexpensive gifts and decorations, such as cards, flowers, or photo frames, using different types of papers.</td>
</tr>
<tr>
<td>Pearls</td>
<td>BI- Monina Morris</td>
<td>The PEARLS is a mentoring group. Our purpose is to help young girls to grow into positive productive citizens. We encourage proper self esteem and personal empowerment. By working together and planning activities (fun activities and service activities) our girls learn the value of group commitment. We offer our girls opportunities to grow through community service.</td>
</tr>
<tr>
<td>Peer Mentoring Club</td>
<td>LFMS: Hyatt</td>
<td>The peer mentor program is a student volunteer program in which students accept a protégé and provide academic and social support. Peer mentors are integral to the success of our students and school. Peer mentors provide invaluable experience and guidance to other students in need. In particular, they help other students with organization skills, study skills, transition skills, and social skills. Students travel to Frank Long Elementary to assist elementary students with their projects and develop positive relationships.</td>
</tr>
<tr>
<td>Photography Club</td>
<td>TBA</td>
<td>Students will learn how to take photos with digital camera both inside and outdoors. Students will learn how to crop and change background. Students will learn to download photos on internal and external camera drives and load unto computers and school servers. Photos will be compiled to use in the school yearbook or similar products.</td>
</tr>
<tr>
<td>Pop-up Poetry</td>
<td>SGMS: Rutland</td>
<td>Students will write short poems (such as Haiku, Diamonte, Metaphor Poems, etc.) and create a Pop-up Poetry book for their poems.</td>
</tr>
<tr>
<td>Power Walking Club</td>
<td>TBA</td>
<td>The purpose of this club is to promote healthy habits. Students will walk approximately 5K in one hour outdoors, weather permitting, otherwise indoors.</td>
</tr>
<tr>
<td>Problem Solving in Mathematics</td>
<td>TBA</td>
<td>There is a growing number of students finding themselves underperforming in the area of mathematics while the curriculum is increasing in rigor. This club is designed to provide a relaxing learning opportunity for students to become more proficient with problem solving in mathematics. It will provide critical thinking skills and practice that will challenge students on each level of Bloom’s Taxonomy.</td>
</tr>
<tr>
<td>Purpose</td>
<td>BI: Ken Scharnagl</td>
<td>Bradwell’s Math Club is an opportunity for students to solve more challenging and unique math problems with others who also enjoy it. At times, there may be competitive contests available for us as well. Within Math Club, there is Mu Alpha Theta. This is a national high school and two-year college mathematics honor society. Upon qualifying for this group, additional math competitions become available.</td>
</tr>
<tr>
<td>Puzzle Club</td>
<td>TBA</td>
<td>Students will solve and create many types of puzzles. Whether students are learning a new language or trying to improve their own. Crosswords and code words are great source of new words. The clues tell you much about how the word is to be used. The Puzzle club will improve spelling and expand word power. This club will help students improve brain functions, not to mention having lots of fun.</td>
</tr>
<tr>
<td>Random Acts of Kindness</td>
<td>SGMS: Smith, D.</td>
<td>Students will make get well cards for long term ill students, appreciation cards for school staff, help out with projects needed around the school, send homemade cards or snacks to the military overseas or local police/firefighters… or whoever is suggested by students or staff as someone needing a random act of kindness.</td>
</tr>
<tr>
<td>RAYs (Responsible Acting Youth)</td>
<td>Horizons: TBA</td>
<td>Students in this group will demonstrate academic and behavioral excellence. These students will serve as ambassadors of Horizons. The students will assist in functions at Horizons.</td>
</tr>
<tr>
<td>Reading Club</td>
<td>LFMS: TBA, SGMS: TBA</td>
<td>LFMS: This club meets for the purpose of providing recreational reading opportunities for students who love reading for pleasure. In addition to providing reading time, students participate in reading forums and discussions about popular student books. SGMS, students will engage in silent reading and write book reviews.</td>
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<tr>
<td>Club</td>
<td>Lead Professional(s)</td>
<td>Purpose</td>
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<tr>
<td>REAL Men Read</td>
<td>MMS: Sam Wilson</td>
<td>Read, Excel, Achieve, Lead - This is a reading club that is designed to deepen literacy and instill a love for reading in young men. The program encourages and improves student literacy skills, provides mentoring opportunities, and demonstrates the importance of student achievement. Program participants are seventh and eighth grade male students who will choose age/grade appropriate books to read and discuss amongst each other. In addition, participants will engage in reading sessions with younger male students in order to enhance reading skills and build a mentorship that will foster positive relationships.</td>
</tr>
<tr>
<td>Recycling Club</td>
<td>SGMS: TBA</td>
<td>The purpose of this club is to encourage students to become more aware of the opportunities to recycle. Students will collect recyclable materials from around the school. This group is focused on earth friendly activities.</td>
</tr>
<tr>
<td>Rotary Interact Club</td>
<td>BI: Rebecca Woods</td>
<td>The purpose of this club is to provide an opportunity for young people to work together in a world of fellowship dedicated to service and international understanding.</td>
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<tr>
<td></td>
<td>LCHS: Lacey Whitney</td>
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</tr>
<tr>
<td>Science Club</td>
<td>BI: TBA</td>
<td>The purpose of the Science Club is to provide opportunities for students to explore science and science careers through projects and volunteer activities. <strong>At LFMS, students will study forensics, and possibly attend a field trip.</strong></td>
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<tr>
<td></td>
<td>LFMS: TBA</td>
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<tr>
<td></td>
<td>MMS: C. Dover/D. Kelso</td>
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<tr>
<td></td>
<td>SGMS: D. Smith</td>
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</tr>
<tr>
<td>Scrapbooking Club</td>
<td>SGMS: TBA</td>
<td>Students will learn how to preserve memories in creative ways in the Scrapbooking Club. We will create a scrapbook and gifts that are personal and handmade. We will incorporate fine arts by including photographs, printed media, and artwork. Students will also have the opportunity to record personal experiences through journaling. Students will be required to bring their own scrapbooking materials.</td>
</tr>
<tr>
<td>Screen Writers Club</td>
<td>SGMS: TBA</td>
<td>The purpose of the Screen Writers Club is to encourage young writers to develop their talent and potential as great storytellers. Through the use of graphic organizers, students develop their ideas, create sequences of events, and finally produce a script and trailer using iMovie on the Ipads.</td>
</tr>
<tr>
<td>Sewing Club</td>
<td>SGMS: TBA</td>
<td>Students will make small sewing projects to learn basic sewing stitches.</td>
</tr>
<tr>
<td>Sketch Book Club</td>
<td>SGMS: TBA</td>
<td>Sketch book club is designed for visual art students who wish to explore various art media and techniques. This club will increase students art appreciation and development of their creative skills.</td>
</tr>
<tr>
<td>Skills USA</td>
<td>LCCA: J. Collins</td>
<td>The mission of Skills USA is to facilitate Trade and Industry education, enhance curriculum and develop skills in communication and teamwork.</td>
</tr>
<tr>
<td>Soccer Club</td>
<td>SGMS: TBA</td>
<td>The purpose of the Soccer Club is to build teamwork skills and healthy competition through the use of soccer and to promote physical fitness. Students can enjoy the fresh air and learn basic soccer moves and drills and finally progress towards playing on teams and competing.</td>
</tr>
<tr>
<td>Solution Corp</td>
<td>SGMS: Boyd</td>
<td>Solution Corp would provide training in conflict resolution to a core group of students. The students would be trained in a series of after school sessions. As a result of training, these students, the Solution Corp, would help to resolve conflict amongst their peers during the school day. The training happens for a few; however, there are benefits for many.</td>
</tr>
<tr>
<td>Spanish Club</td>
<td>LCHS:  L. Romero</td>
<td>The purpose of the Spanish Club is to learn about Spanish culture and to acknowledge the presence of the economic and educational contributions of the Hispanic and Latino peoples in the United States.</td>
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<tr>
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<td>SGMS: TBA</td>
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<tr>
<td>STEM Club</td>
<td>BI: Thomas Thornton</td>
<td>BI: Gives students opportunities to work hands-on with Science, Technology Engineering, and Mathematics projects. SGMS: The STEM club seeks to enrich and extend our current math and science standards while providing real-world experiences in the areas of math, science, technology, and engineering. The club includes activities that focus on investigation, practical experiments, discussion, reflection, and collaboration between schools and local industry.</td>
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<tr>
<td></td>
<td>SGMS: Christie</td>
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<tr>
<td>Step Team</td>
<td>LFMS: TBA</td>
<td>The purpose of the Step Team is to provide service to school sponsored and community events; encourage school pride; and to promote self-respect, dedication, loyalty, responsibility, and accountability through recognition, leadership development, and continued education of its members. Stepping, or step-dancing, is a form of percussive dance in which the participant’s entire body is used as an instrument to produce complex rhythms and sounds. Members will participate in community, military, and school events (Relay for Life, Step competitions, pep rallies, basketball games).</td>
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<tr>
<td></td>
<td>MMS: S. McFadden</td>
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<tr>
<td></td>
<td>SGMS Golden</td>
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<tr>
<td></td>
<td>BI: TBA</td>
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<td></td>
<td>Horizons: TBA</td>
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<tr>
<td>Club</td>
<td>Advisor(s)</td>
<td>Description</td>
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<tr>
<td>Stock Market Club</td>
<td>LFMS: C. Corwin</td>
<td>This club meets so that students may participate in the web-based “Stock Market Game.” Students compete regionally and statewide throughout the year.</td>
</tr>
<tr>
<td>Student Ambassadors</td>
<td>SGMS: Boyd</td>
<td>Students Ambassadors will have an active role in welcoming new students to create and maintain a positive student environment.</td>
</tr>
<tr>
<td>Student Council</td>
<td>LFMS: B. Allison; MMS: G. Layton; BI: Rebecca Woods; LCHS: Lauren Hale; SGMS: TBA</td>
<td>The purpose of Student Council is to foster high academic, social, and cultural ideas in each school’s student body; to develop good leadership and decision-making skills; and to serve as the voice of the students to communicate student suggestions to the administration in a serious and organized manner. All officers and representatives will diligently work towards the achievement of these purposes. Students participate in leadership conferences and raise funds for worthy causes throughout the year.</td>
</tr>
<tr>
<td>Student Media Crew</td>
<td>MMS: C. Dover</td>
<td>The mission is to serve as Media Center assistants. Students will meet daily in the Media Center during homeroom time. On a daily basis students will shelve books, process holds, and assist students with finding books. Media Crew will also assist during special events such as book fairs by preparing preview notices, hanging posters, and decorating.</td>
</tr>
<tr>
<td>Student to Student S2S</td>
<td>BI: K. Stewart; SGMS: Johnson</td>
<td>The Student to Student (S2S) program trains civilian and military-connected students to establish and sustain peer-based programs in their schools to support mobile children as they transition to and from the school. The Student 2 Student Initiative meets very real transitioning student needs with: immediate peer credibility; positive peer relationships; and valued information. A team from a school campus, consisting of an advisor, students, and School Liaison Officer, is trained in transition issues. The focus is student centered, and is student led with close supervision. (Middle School): This group functions as our “Welcome Committee”. Students new to the school are assigned club members as mentors to aid in the new school transition period.</td>
</tr>
<tr>
<td>Thespians/Georgia Thespian</td>
<td>BI: Dusty Wilson</td>
<td>An honorary society of performers and production technicians designed to promote the appreciation of performing arts in our school and community and provide opportunities for the individual artist’s growth and development.</td>
</tr>
<tr>
<td>Thespians/ Georgia Thespian</td>
<td>BI: Dusty Wilson</td>
<td>Tiger TV is a group of students who work along with their advisors to create information based news broadcasts for the school. These broadcasts will be done monthly and tie into important events occurring throughout the school. Students will gain knowledge in filming and editing as they prepare their monthly broadcasts.</td>
</tr>
<tr>
<td>Tiger TV</td>
<td>BI: Chelsey Feder</td>
<td>The purpose of this club is to inspire music participation, render service, and promote leadership in the music students of the school.</td>
</tr>
<tr>
<td>Ultimate Frisbee Club</td>
<td>SGMS: TBA</td>
<td>Ultimate Frisbee Club will allow students to experience teamwork, strategy and sportsmanship. The rules and regulations of Ultimate Frisbee will be explained and practiced and games will commence.</td>
</tr>
<tr>
<td>Walk and Talk</td>
<td>SGMS: Roberts</td>
<td>Join Ms. Roberts and enjoy the outdoors and each other’s company by strolling Snelson Golden’s premises while socializing and discussing today’s hottest topics!</td>
</tr>
<tr>
<td>Y-Club</td>
<td>LFMS: TBA; SGMS: Quarterman</td>
<td>The purpose of this club is to create, maintain, and extend high standards of Christian character throughout the home, school and community. This club is affiliated with the YMCA of Georgia.</td>
</tr>
<tr>
<td>Yearbook</td>
<td>LFMS: J. Jackson; BI: L. Kupres; LCHS: D. Frazier; SGMS: Cantrell</td>
<td>The purpose of the Yearbook Club is to provide opportunities for students to learn about photography, print layout and graphics, editorial content, and publishing while producing a school yearbook.</td>
</tr>
<tr>
<td>Yoga Club</td>
<td>SGMS: McGee</td>
<td>Students will learn yoga movements that will help them gain a sense of calmness and relaxation. Yoga, also, enhances flexibility, strength, coordination, body awareness, balance, posture, and concentration. Yoga teaches students to accept themselves and helps students with an awareness of the necessity of physical fitness.</td>
</tr>
<tr>
<td>Young Leaders in Training</td>
<td>SGMS: Boyd</td>
<td>Young Leaders in Training - Middle School Edition (YLIT-ME) is a group of middle school students who are interested in learning about and developing their leadership qualities. The students will work to accomplish the following objectives: consider and develop their potential for leadership, promote good citizenship, promote cooperation, be positive examples to other students and help citizens and groups in our community. Members will explore leadership through various lessons and assignments, complete two community service activities per year, participate in fundraising to support group activities, and will receive an invitation to participate in fall and/or spring trip, if the criteria for participation are met.</td>
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<tr>
<td>Date Range</td>
<td>Event Description</td>
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<tr>
<td>July 30-August 2</td>
<td>Professional Learning/Workdays (1, 2, 3, 4)</td>
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<tr>
<td>August 2 (Friday)</td>
<td>Open House</td>
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<tr>
<td>August 5</td>
<td>Students Return to School</td>
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<tr>
<td>August 30</td>
<td>Holiday</td>
<td></td>
</tr>
<tr>
<td>September 2</td>
<td>Labor Day (Holiday)</td>
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<tr>
<td>September 6</td>
<td>Send Progress Reports Home</td>
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<tr>
<td>October 8</td>
<td>End of First Nine Weeks</td>
<td></td>
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<tr>
<td>October 10-11</td>
<td>Professional Learning/Workdays (5, 6) Student Holidays</td>
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<tr>
<td>October 14</td>
<td>Holiday</td>
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<tr>
<td>October 18</td>
<td>Report Card Day</td>
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<tr>
<td>November 11</td>
<td>Veteran’s Day (Holiday)</td>
<td></td>
</tr>
<tr>
<td>November 13</td>
<td>Send Progress Reports Home</td>
<td></td>
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<tr>
<td>November 25-29</td>
<td>Thanksgiving Break (Holidays)</td>
<td></td>
</tr>
<tr>
<td>December 20</td>
<td>End of Second Nine Weeks</td>
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</tr>
<tr>
<td>December 23-January 1</td>
<td>Winter Break (Holidays)</td>
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</tr>
<tr>
<td>January 2-3</td>
<td>Professional Learning/Workdays (7, 8) Student Holidays</td>
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<tr>
<td>January 6</td>
<td>Students Return to School</td>
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<tr>
<td>January 10</td>
<td>Report Card Day</td>
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<tr>
<td>January 20</td>
<td>Martin Luther King, Jr. Day (Holiday)</td>
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<tr>
<td>February 6</td>
<td>Send Progress Reports Home</td>
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<tr>
<td>February 14</td>
<td>Holiday</td>
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<tr>
<td>February 17</td>
<td>President’s Day (Holiday)</td>
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<tr>
<td>March 11</td>
<td>End of Third Nine Weeks</td>
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</tr>
<tr>
<td>March 13</td>
<td>Professional Learning/Workday (9) Student Holiday</td>
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</tr>
<tr>
<td>March 16-17</td>
<td>Holidays</td>
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<tr>
<td>March 23</td>
<td>Report Card Day</td>
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<tr>
<td>April 13-17</td>
<td>Spring Break (Holidays)</td>
<td></td>
</tr>
<tr>
<td>April 22</td>
<td>Send Progress Reports Home</td>
<td></td>
</tr>
<tr>
<td>May 22</td>
<td>Last Day of School</td>
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</tr>
<tr>
<td>May 22</td>
<td>End of Fourth Nine Weeks</td>
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<tr>
<td>May 22</td>
<td>Report Card Day (Elementary and Middle)</td>
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<tr>
<td>May 25</td>
<td>Memorial Day (Holiday)</td>
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<tr>
<td>May 26-28</td>
<td>Professional Learning/Workdays (10, 11, 12)</td>
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</tr>
<tr>
<td>May 29</td>
<td>Report Card Day (High School)</td>
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