

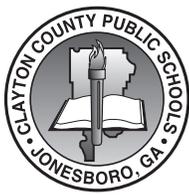
2018-2019

PARENT/STUDENT HANDBOOK

"COMMITTED TO HIGH PERFORMANCE"



Growing Our Future



CLAYTON COUNTY PUBLIC SCHOOLS

Vision Statement

The vision of Clayton County Public Schools is to be a district of high performance preparing ALL students to live and compete successfully in a global society.

Mission Statement

The mission of Clayton County Public Schools is to empower students to achieve academic and personal goals.

THIS STUDENT HANDBOOK BELONGS TO:

Student Name: _____

Address: _____

Phone: _____ Homeroom Teacher: _____

EMERGENCY PHONE NUMBERS:

Mother's/Guardian's Name: _____/_____

Father's/Guardian's Name: _____/_____

IT'S YOUR SCHOOL!
You can help keep it safe by talking
to school staff, parent/guardians, or other adults.

GEORGIA HELPLINES - (Anonymous & Toll Free)
To report Weapons/Violence/Gangs/Abuse/Bullying
Call 1-877-SAYSTOP



Clayton County Public Schools

Office of the Superintendent

1058 Fifth Avenue • Jonesboro, Georgia 30236 • (770) 473-2712

DR. MORCEASE J. BEASLEY
Superintendent of Schools

Greetings Parents, Guardians, and Students,

Welcome to the 2018-2019 School Year! We will continue our work of creating a culture of high performance from which will naturally flow higher levels of student achievement. To this end, we are pleased to prepare and distribute the Parent/Student Handbook and Student Code of Conduct. As a community, we should and do have high expectations of ourselves and our students. Our high expectations, cemented in our vision, mission, core beliefs, and goals, as outlined in the 2018-2023 Strategic Plan, are as follows:

- **Vision**
 - The vision of Clayton County Public Schools is to be a district of high performance preparing ALL students to live and compete successfully in a global society.
- **Mission**
 - The mission of Clayton County Public Schools is to empower students to achieve academic and personal goals.
- **Core Beliefs**
 - We believe children have priority for all of our resources.
 - We believe education is the shared responsibility of the student, the parent/guardian, the school, and the community.
 - We believe communication and understanding among all stakeholders of our diverse community are essential to achieving the goals of education.
 - We believe that learning is a continuous process and most productive when the needs of each child are met through high quality instruction provided by competent and caring adults.
 - We believe a learning environment where everyone experiences security, care, dignity, and respect is essential.
- **Strategic Goals**
 - To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national and international assessment results
 - To provide and maintain a safe and orderly learning environment
 - To create an environment that promotes active engagement, communication, accountability, and collaboration of all stakeholders to maximize student achievement
 - To provide high quality support services delivered on time and within budget to promote high performance in the Clayton County Public Schools
 - To recruit, develop, and retain highly qualified and effective staff

As a learning community, we are asking all to support the work to achieve our vision. It is time to normalize excellence and high performance in Clayton County. This is our vision. This is our mission. This is our work. This is our purpose. May you all have a great school year.

Committed to High Performance,

Dr. Morcease J. Beasley
Superintendent of Schools

ANNUAL NOTICE OF NONDISCRIMINATION

The Clayton County Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Legal Compliance Officer
Attn: Latasha Lowe
Fifth Avenue
Jonesboro, GA 30236
Email: latasha.lowe@clayton.k12.ga.us
770-473-2700

For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Rights under FERPA are discussed below:

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 records for inspection. The principal will arrange for access and notify the parent or eligible student of the time and place 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 Clayton County Public Schools to amend a record they believe is inaccurate or misleading. The parents or students should write the school principal, clearly identify the part of the record modification is requested, 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 his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures can be found in Policy JR, Student Records, at www.clayton.k12.ga.us.
3. The right to consent to disclosures of personally identifiable information 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, support staff member, health or medical staff, or law enforcement unit personnel. School officials include the Board of Education, District approved volunteers, a person/company under the direct control of the District with respect to the use and maintenance of Education records and contracted with the District, or anyone performing a service or function for which the District would otherwise employ such as an attorney, auditor, medical consultant, therapist, or insurance adjuster. Also included are parents and students serving on an official committee, such as a disciplinary or grievance, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility. Upon request, the District discloses educational records without consent to officials of another school district or school in which a student seeks or intends to enroll.
4. 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 the Family Policy Compliance Office, U. S. Department of Education, 400 Maryland Avenue, SW., Washington, D.C. 20202-8520.
5. The District may disclose appropriately designated “directory information” without written consent unless you have advised the District to the contrary per District procedures. Directory information is generally not considered harmful or an invasion of privacy if released. Directory information includes a student’s name, address, email address, phone number(s), date and place of birth, grade level, dates of attendance, most recent school attended, awards received, photograph/image, participation in school activities and sports, as well as weight and height of members of athletic teams, degrees, or similar information. The District may include identifying information in a playbill, school/District websites, annual yearbook, honor roll or recognition lists, graduation programs, sports event publications such as a football game programs, District classrooms, television station (Ch.24), social media sites, and/or blogs for the purposes of recognizing student achievement and informing the community about school or events.
6. **Parents/Guardians of students under 18 years of age or a student 18 year of age or older objecting to the release of this information should place his/her objection in writing and notify the School Principal no later than ten calendar days after the first day of school, or within ten calendar days of the student’s enrollment. A sample letter is displayed below:**

<p>_____ (date)</p> <p>Dear _____: (principal’s name)</p> <p>I object to the release of the directory information for:</p> <p>_____ (student’s name)</p> <p>Under the Family Education Rights and Privacy Act (FERPA).</p> <p>Sincerely,</p> <p style="text-align: right;">_____ (Parent/Guardian/Student 18 and over signature)</p>
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Right to Know Professional Qualifications of Teachers and Paraprofessionals

Dear Parents,

Clayton County Public School System receives Title I and Title II funds for federal programs that are part of the compliance requirements of the Every Student Succeeds Act. You may request information about the professional qualifications of your student's teacher(s) and/or paraprofessional(s). Clayton County Public School System is happy to provide this information and will do so as quickly as possible. At any time, you may request the following:

- a. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
- b. Whether the teacher is teaching under emergency or another provisional status through which State qualification or licensing criteria have been waived
- c. Whether the teacher instructs in his/her certified field of discipline

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

The staff at your child's school is committed to helping your child develop the academic knowledge and critical thinking he/she need to succeed in school and beyond. That commitment includes making sure that all our teachers and paraprofessionals are highly skilled.

If you wish to request information concerning your child's teacher's and/or paraprofessional's qualifications, please contact the principal at your child's school by phone or email.



MARK YOUR CALENDARS!

Title I Parent Academies

October 20, 2018 ~ Literacy & Numeracy Parent Academy

December 8, 2018 ~ Science & Social Studies Parent Academy

March 16, 2019 ~ E3 Georgia Milestones Assessment Parent Academy

April 27, 2019 ~ Culminating Parent Academy Event

PPRA NOTICE

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding our conduct of surveys, the collection and use of information for marketing purposes, and certain physical exams. These include the right to consent before students are required to submit a survey that concerns one or more of the following protected areas “protected information survey” if the survey is funded in whole or in part by a program of the U. S. Department of Education (ED)

1. Political affiliations or beliefs of the student or student’s parent
2. Mental or psychological problems of the student or student’s family
3. Sex behavior or attitudes
4. Illegal, anti-social, self-incriminating, or demeaning behavior
5. Critical appraisals of others with whom respondents have close family relationships
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers
7. Religious practices, affiliations, or beliefs of the student or parents
8. Income, other than as required by law to determine program eligibility

Receive notice and opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, scoliosis screenings, and physical exam or screening permitted or required under State law
3. Activities involving the collection, disclosures, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use:

1. Protected information surveys of students
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
3. Instructional material used as part of the educational curriculum

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

After requesting parental input, Clayton County Public Schools developed and adopted policies regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Clayton County Public Schools will directly notify parents of these policies annually at the start of each school year and after any significant changes.

The District will also notify directly, such as through U. S. Mail or email, the parents of students who are scheduled to participate in the specific activities or surveys and are provided an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Clayton County Public Schools will notify parents at the beginning of the school year if the District has identified or approximates surveys at that time. For surveys and activities scheduled after the school year starts, parents are provided reasonable notification of the planned activities and surveys listed below and are provided an opportunity to opt their child out of such activities and surveys. Parents are also provided an opportunity to review any pertinent surveys.

Parents who believe their rights have been violated may file a complaint with the Family Policy Compliance Office, U. S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-8520.

PERMISSION FOR STUDENT INTERVIEWS AND MEDIA RELATIONS

On occasion, the Clayton County Schools District (the District) may permit various media outlets to interview, record, or photograph District students. The District may also interview students to highlight or promote District or school programs. A student may be asked by the media outlet or the District to provide some personal information such as the student's full name, parents' names, or opinions on various topics. I understand that publication would result in the public release of such personally identifiable information. This publication may be by means and entities outside the control of District and is information that would otherwise be protected from District release by the Family Educational Rights and Privacy Act (FERPA). By signing below, I consent to the release of this personally identifiable information in connection with my child's participation in media relations or interviews. Once it is collected, this information can be publicly accessed by individuals on or off campus by way of newspapers, television, radio, websites, etc.

In signing below, I grant permission to the District and to anyone properly authorized by the District to interview, photograph, audio-record, and/or videotape my student during regular school hours on school grounds and/or at student activities during regular school hours and after regular school hours for these purposes. I understand and acknowledge that participation in media relations or interviews is voluntary and by its very nature may possess the actual or potential risk of physical and emotional injury/illness to my child or any individual who participates. I am aware there is no District insurance coverage for medical treatment for personal injuries, emotional distress, or property damage which may arise out of student participation or publications released in association therewith. I understand, acknowledge, and agree that the District shall not be liable for any injury, emotional or physical, suffered by my child that arises out of and/or associated with participating in media relations or interviews according to this form.

I understand that the District makes efforts to ensure the experience is positive, but the District may have limited control over what information is received and how it is used. Students may certainly refuse to answer any question that makes the student uncomfortable or may refuse to participate at all. The student's instructional time will not be unduly disrupted for these purposes. School personnel are available to provide support to the student before, during, and after this process.

I hereby release, discharge, indemnify, and agree to hold harmless the Clayton County Public Schools District, Members of the Clayton County Public Schools Board of Education, its past, present, and future officers, attorneys, agents, employees, predecessors and successors in interest, and assigns, hereinafter "District releasees" from all liability arising out of or in connection with my child's participation. For the purpose of this release, liability means all claims, demands, losses, causes of action, suits, or judgments of any kind that my student or parents, guardians, heirs, executors, administrators, and assigns have or may have against the District releasees because of student's personal, physical, or emotional injury, accident, illness or death, publicity, release of personally identifiable information, or because of any loss of or damage to property or reputation that occurs to the student or his or her property during his/her participation or as a result of its publication due to acts of passive or active negligence by District releasees other than actions involving fraud or actual malice.

I acknowledge that I may revoke this Release at any time during the school year by mailing or delivering a written notice to my student's principal.

Name of Student (Please Print)

Signature of Student
Must appear if the student is 18 years of age or older

Date of Student Signature

Name of Parent/Guardian (Please Print)

Signature of Parent/Guardian

Date of Parent/Guardian Signature (s)

Acceptable Use of Clayton County Public Schools' Digital Resources

I understand that the signee of this document has the privilege to responsibly use Clayton County Public Schools' (CCPS) internal network (connection to the Internet and Wi-fi) and its other digital resources. I am responsible for good behavior/character online in the same manner expected in our school buildings. Should problems or questions arise, I agree to seek help, and if I become aware of any abuses, I agree to contact an appropriate faculty or staff member. I understand that I may be subject to disciplinary action if I do not abide by these guidelines, and consequences may include temporary or permanent revocation of my privileges to use CCPS digital resources. I further agree to abide by any additional rules and regulations governing the use of digital resources put forth by CCPS, including those outlined in the Student Code of Conduct.

Digital Resources

These policies exist to promote the positive, responsible, and ethical use of digital resources by students, to enhance their learning experience. Digital resources include, but are not limited to, computers, laptops, tablets, MP3 players, e-Readers, student response systems, cameras, interactive panels, installed instructional software, web-hosted instructional applications, CCPS district Internet access, and CCPS district Wi-fi. Responsible/acceptable use is defined by the following guidelines.

Student Accounts

CCPS students are assigned their own unique accounts to log into the CCPS Portal and access various instructional applications. Students should NEVER share their credentials with others. School network account usernames and passwords are confidential information of the user and must not be shared with others. It is a violation for students to give passwords to another student for any reason. It is a violation to use another student's credentials for any reason. Students are responsible for the content accessed, uploaded, downloaded, posted, shared, and transmitted on any device through their account. While accounts are assigned to students, the accounts are the property of CCPS. All network traffic is traceable. See "Digital Citizenship" section for information on protecting student account information.

Network Resources (Internet, Wi-Fi)

Information gathered via the Internet shall be related to educational purposes for enhancing the teaching program and student achievement, providing support for instructional and curricular goals, and assisting students in the attainment of skills necessary to continue their development as lifelong learners in a technologically advanced world (Board Policy IFA 1). Furthermore, users of the CCPS network do not have an expectation of privacy and CCPS will and without prior notice, monitor and review network traffic. Users of the CCPS network will not access or transmit in any way, content that would be considered damaging to another's reputation, abusive, obscene, sexually oriented, offensive, threatening, against copyright laws, or harassing.

Students must adhere to the following when using the CCPS network:

- Never use inappropriate, obscene, profane, threatening, or disrespectful language on CCPS network resources
- Never publish content without approval by appropriate school personnel.
- Always use appropriate academic language.
- Never deliberately access inappropriate content. All traffic is monitored.
- Respect and uphold copyright laws (See "Digital Citizenship").
- Never access social media sites without appropriate approval.
- Cyberbullying is strictly prohibited.
- Never access CCPS network, data, or devices without proper authorization.
- Never attempt to bypass security/content filters.
- Never participate on message boards or in chat rooms without teacher supervision or direction.
- Always inform teacher or other school authority of any inappropriate behavior observed.

- **Care for devices as if you paid for them.**
- Do not needlessly touch the screen or monitor.
- Use extreme care when using touch screen devices.
- Never eat or drink around devices.
- Never download/install software without approval of teacher or other school personnel.
- Never alter or deface the asset tags or identifying stickers in any way.
- Never affix anything to the devices.
- Do not attempt to remove or change the physical structure of the computer. This includes the keys, the screen cover, and the plastic casing.
- Use devices for District purposes.
- Return devices to the proper storage area when not in use.
- Access only sites based on the directives of the teacher or other school personnel. All others are prohibited.
- Do not access shareware. It is prohibited.
- The device is CCPS property and is subject to inspection at any time, without prior notice
- Understand that communication and transmission of information is trackable and traceable to the user.

Device Care and Responsibility

CCPS devices are for academic purposes only. Students should take great care when using CCPS devices and NEVER cause deliberate damage. Students are responsible for all CCPS devices assigned to them by their teacher or other school personnel. Abuses or accidental damages to CCPS devices should be reported to teachers or other school personnel immediately. Students found damaging CCPS devices may permanently lose access to them. Additionally, parents/guardians are financially responsible for devices if students damage, lose, or deface CCPS devices either through willful intent or neglect.

Digital Citizenship

Digital citizenship is the norms for appropriate, responsible technology use. CCPS expects students to conduct themselves appropriately and develop safe practices when using digital resources, both at school and at home.

CCPS devices are for academic purposes only. **Students should take great care when using CCPS devices and never cause deliberate damage.** Students are responsible for all CCPS devices assigned to them by teachers or other school personnel. Abuses or accidental damages to CCPS devices should be reported to teachers or other personnel immediately. Students found damaging CCPS devices may permanently lose access to them. Additionally, parents/guardians are financially responsible for the devices if students damage, lose, or deface such CCPS devices through willful intent or neglect.

Important elements of digital citizenship include but are not limited to the following:

A user's digital footprint is permanent. Think before you hit send/post. Once content is posted, it can never be permanently deleted. Anyone who views it can download or save it. Inappropriate posts may prevent you from acquiring a job or attending the college of your choice. Never post pictures or texts that you may regret. You can never take it back.

Be respectful in all your electronic communications. Everything you post can be traced back to you. Never use digital resources to project anger to anyone. This type of behavior, while using CCPS digital resources, may result in the revocation of access to these resources.

Communicating with strangers online is dangerous. Never give out personal information online (name, address, contact information, social security number, etc.) NEVER agree to meet someone you have met online. ALWAYS tell a parent/guardian or teacher if anyone ever makes you feel uncomfortable online.

Copyright infringement is not only unethical but also illegal. Infringement occurs when an individual reproduces a work that is protected by copyright without permission from the creator. If the user is unsure whether he/she can use the material, he/she should request permission from the copyright owner. Never copy/paste from the Internet without properly citing the source.

Users should always protect their accounts. Never share your CCPS account information with friends. Never try to use another student's account information. Never leave a computer logged in with your account information. Never write down your account information where others may see it. You are responsible for the content accessed or transmitted using your account information.

The CCPS Instructional Technology team has developed electronic tutorials in which all students are expected to participate. These tutorials can be accessed on the district's website. Parents are encouraged to view the tutorials and have discussions with their child/children about how to conduct themselves in a digital environment - early and often. Additionally, students will have opportunities to utilize the tutorials at school.

Students' Personal Devices

CCPS is not a BYOD (Bring Your Own Device) district. However, if a teacher deems it appropriate for students to use their devices **for instructional purposes**, CCPS has a Wi-Fi network to support this initiative. Parents and students must acknowledge, if personal devices are used at school, CCPS is not responsible for loss, theft, damage, or technical support of these devices. Students are responsible for securing their devices. Student's devices should be password protected and clearly marked with identifying characteristics. Students are expected to comply with all class and school rules while using personal devices. The use of personal devices is not a necessity but a privilege. When abused, privileges will be taken away. Additionally, the following applies:

- The district's content/security filters will be applied to a device's connection to the Internet, and any attempt to bypass the network filters is prohibited. Even when a student is using his/her device, the policies in this document apply.
- CCPS is authorized to collect and examine any device that is suspected of causing technology problems or is the source of an attack or virus infection.
- Students and parents should be aware that devices are subject to search by school administrators if the device is suspected of a violation of the policies of this document or the "Student Code of Conduct." If the device is locked or password protected, the student will be required to unlock the device at the request of school administrator or personnel from the Department of Technology.
- Printing from personal devices is not possible at school.
- Personal devices must be charged before school and run on battery power while at school. Charging stations are not available at CCPS schools.

Infinite Campus Parent Portal Guide

Clayton County Public Schools understands that parental access to information is a critical link in guiding and supporting students. The Infinite Campus Portal is designed to help you stay up-to-date with your child's assignments, activities, and academic progress. In this secure site, information about your child is just a click away. You can view assignment details, track attendance, and print report cards. Teachers, counselors, and staff publish information as it is available, giving parents immediate access to student performance. You can login to the Infinite Campus Portal to view your child's information from any convenient location around the world where Internet access is available.

Schools post announcements, important notices, and meetings onto the portal allowing busy families to schedule, plan, and stay informed.

How it Works

To use the Infinite Campus Portal, you need a computer with Internet access. Your account will remain active while your child remains within the district.

Access to the Infinite Campus Portal

Instructions for acquiring your username and password login credentials are provided on the CCPS website.

<http://www.clayton.k12.ga.us/>

Select – Parents

Select – Infinite Campus for Parents

Security Features

The Infinite Campus Portal incorporates the highest level of security. Parents and guardians can see only information related to the child(ren) they are authorized to view. Parents and guardians have access only to the links provided. This access is dependent upon the information provided to the school during registration about parent and guardian rights, living arrangements, etc. provided to the school during registration. By default, the system will automatically end any user session that has been dormant for 60 minutes. Five unsuccessful login attempts will disable the portal account. To use the portal again, parents will need to contact the school to have the account reactivated. Additional security settings include an access log that monitors successful logins.

Account Access Procedures

The first time you attempt to access the Parent Portal, you must retrieve your activation key to create a username and password. The Activation Key is only needed the first time you access the portal to create your username and password.

Portal Login Screen: <https://sis.clayton.k12.ga.us/campus/portal/clayton.jsp>

1. From the Portal Login page, select the Click Here link next to “If you do not have an Activation Key.” This option is only used when a username and password need to be created. Enter the requested information and click the Activate Your Parent Portal Account Now to create your username and password.
2. The Activation Screen will display. Here is where you enter the Activation Key you received in the previous step. For more information about the SIS Parent Portal, please view the guide at http://www.clayton.k12.ga.us/parents/infinite_campus_overview/

Student - I understand and will abide by the terms and conditions for using the digital resources in Clayton County Public Schools. I understand that any violation of the terms of these policies is unethical and may result in disciplinary action against me, including revocation of my privilege of CCPS digital resources and may also constitute a criminal offense.

Name of Student (Print)	Student Signature	Date
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Parent/Guardian

I hereby release, discharge, indemnify, and agree to hold harmless CCPS, Members of the CCPS Board of Education, its past, present and future officers, attorneys, agents, employees, predecessors, and successors in interest, and assign from any and all liability arising out of or in connection with the use of CCPS technology resources. I will instruct my child regarding the rules of use of the resources contained in this document.

I understand that CCPS is compliant with rules and policies in place to protect my child, including the Children’s Internet Protection Act (CIPA). Our schools are required by CIPA to have technology measures and policies in place that protect students from harmful materials including those that are obscene and pornographic. Any harmful content contained within inappropriate sites is blocked. However, it is impossible for CCPS to restrict access to all materials deemed as questionable, and I will not hold the school system responsible for such materials accessed using CCPS technology resources. I also agree to report any inappropriate use of the system to the Department of Technology.

As the parent/guardian of this student, I have read the policies and regulations in this document. I acknowledge that my child may have access to all the digital resources (including the Internet) available through CCPS.

Name of Parent/Guardian	Parent/Guardian Signature	Date
	Translation Notice	

LANGUAGE SERVICES

Clayton County Public Schools offers interpretation services at no cost to parents. Parents can request services from school officials or call the International Center at 770-473-3232 to request an interpreter for a meeting or conference. Translation services are also provided to schools and departments to enhance communication.

SIGN LANGUAGE INTERPRETERS

Clayton County Public Schools offers sign language interpreters at no cost to parents. Parents can request services from school officials, call the Department of Exceptional Students at 770-473-2700, or locate the form online at [http://www.clayton.k12.ga.us/UserFiles/Servers/Server_54431/File/Departments/Teaching%20and%20Le arning/Special%20Educa- tion/FY2015SignLanguageInterpreterForm.pdf](http://www.clayton.k12.ga.us/UserFiles/Servers/Server_54431/File/Departments/Teaching%20and%20Learning/Special%20Education/FY2015SignLanguageInterpreterForm.pdf).

Clayton County Public Schools

2018-2019 Non-School Days

July 2018	August 2018	September 2018	October 2018
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Legend

■ Non-School Day

○ First Day/Last Day

Non-School Days

- Sept. 3: Labor Day
- Oct. 5: Staff Development
- Oct. 8: Fall Break
- Nov. 6: Election Day
- Nov. 19-23: Thanksgiving Break
- Dec. 20-Jan. 4: Semester Break
- Jan. 7: Staff Development
- Jan. 21: MLK Day
- Feb. 18: President's Day
- Mar. 11: Staff Development
- Apr. 1-5: Spring Break

November 2018	December 2018	January 2019	February 2019
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28

March 2019	April 2019	May 2019	June 2019
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

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COMPREHENSIVE STUDENT HANDBOOK

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FOREWORD

This 2018-2019 Parent/Student Handbook contains information for parents, guardians, and students of Clayton County Public Schools. We urge parents/guardians to read and discuss this handbook with their children. Since it is not possible for this manual to address all issues that might arise during the school year, parents/guardians and students should understand that local school administrators will use their professional judgment based on board policy and administrative rules to make decisions in specific situations not covered in this manual.

Clayton County Public Schools' **Vision** is to be a district of high performance preparing ALL students to live and compete successfully in a global society. The district realizes that a vision of this magnitude requires smart and focused work, high expectations for all, and a strong partnership between school and community. The journey to realizing our vision is deeply rooted in the Clayton County Public Schools Academic Achievement Plan located at http://www.clayton.k12.ga.us/departments/curriculum_instruction_and_assesment. The Clayton County Public Schools Strategic Improvement Plan is the direct result of the work of multiple stakeholder groups. This document is the roadmap to systemic improvement in the district. It supports the comprehensive local education agency improvement plan and its addendum that are required by the state and federal governments under the Elementary and Secondary Education Act (formerly No Child Left Behind legislation). The Clayton County Public Schools Strategic Improvement Plan is located at http://www.clayton.k12.ga.us/news/district_news/c_c_p_s_strategic-improvement-plan-annual-report.

In addition, Clayton County Public Schools seeks to increase student learning by improving student behavior and discipline. Each school has high expectations that students will behave in a way that facilitates learning for themselves and others. Students are expected to respect school employees and each other, adhere to policies adopted by the Board, and follow school rules.

Teachers are expected to maintain order and discipline in the classroom and address minor infractions to maintain a positive learning environment. The teacher will make every attempt to communicate (via phone calls, notes, e-mails, conferences, etc.) with parents/guardians and their children regarding behavioral concerns within the classroom. The goal is to resolve any behavioral concern early and at the lowest possible level of intervention. When offenses are repetitious or of a serious nature, the student is referred to an administrator (Principal or Assistant Principal).

As a learning community, we are asking all to support the work to achieve our vision.

CLAYTON COUNTY PUBLIC SCHOOLS

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STUDENT ADMISSIONS AND WITHDRAWAL

Clayton County Public Schools follows all enrollment and withdrawal requirements of State Board Rule 160-5-1.28 and all applicable state and federal authority.

REQUIREMENTS FOR ENROLLMENT

Authority to Enroll:

1. Under the provisions stated in O.C.G.A. §20-2-690.1, a parent, guardian, grandparent, or another person has the authority to enroll a student who meets the age eligibility requirements; if the student's parent or legal guardian (or the student in the case of an emancipated minor) is a resident of the school district and provides proof of residence in accordance with regulations developed by the Superintendent; however, the student may be enrolled on a provisional basis for 30 days while awaiting such proof per State Department of Education rules.
2. A person enrolling the student acting under the authority of a power of attorney executed by a parent or guardian serving in the military will be required to show proof of a duly executed power of attorney. Such enrolling person is not required to obtain legal guardianship.
3. A grandparent with notarized power of attorney properly executed by a parent in accordance with O.C.G.A. §19-9-120 through 129 may enroll a child if a hardship prevents the parent from caring for the child.
4. Effective **September 1, 2018**, per O.C.G.A. § 19-9-122, parents may delegate caregiving authority of their child(ren) through a notarized and properly executed power of attorney to an individual who is:
 - a. an adult residing in the state of Georgia who is the grandparent, great-grandparent, stepparent, former stepparent, step-grandparent, aunt, uncle, great aunt, great uncle, cousin, or sibling of such child;
 - b. a nonrelative who is approved as an agent by a child placing agency; and
 - c. a nonprofit entity or faith based organization.
5. Powers of attorney under, O.C.G.A. § 19-9-122, are valid for one year, except for in the case of grandparents.
6. The school system shall enroll a student, otherwise eligible to attend its schools, and allow such grandparents to act on behalf of their grandchildren without requiring court proceedings to obtain legal guardianship.
7. Pursuant to the Caregiver Educational Consent Act, O.C.G.A. §20-1-14, et seq., a kinship caregiver meeting district residency requirement may enroll a student with a properly executed Kinship Caregiver's Affidavit, meeting the requirements of O.C.G.A. §20-1-18.
8. A kinship caregiver (as defined by O.C.G.A. § 20-1-15) may enroll with proper documentation if the student resides with the enrolling person full-time upon the parents or legal guardians:
 - a. Losing or abdicating the ability to care for such child; or inability to ensure the child will attend school for reasons, including, but not limited to:
 - i. A parent or legal custodian is unable to provide care due to the death of a parent or legal custodian;
 - ii. A serious illness or terminal illness of a parent or legal custodian;
 - iii. The physical or mental condition of the parents or legal custodians such that proper care and supervision of the child cannot be provided
 - iv. Incarceration of a parent or legal custodian;
 - v. The inability to locate the parents or legal custodians;
 - vi. The loss or inhabitation of the child's home as the result of a natural disaster;
9. A period of active military duty of the parents or legal custodians exceeding 24 months. The person enrolling the student must be in control or charge of the student (standing in loco parentis – 7 days a week and 24 hours a day) if the person is not the parent or legal guardian of the student. Students are not allowed to enroll in schools because of athletics or the desire to attend a particular school in the district.

Age Eligibility:

Other than students specifically exempted by rule or by law, the following individuals are eligible for enrollment in Clayton County Public Schools:

1. Students who have reached the age of five years by September 1;
2. Students who have not reached the age of 20 by September 1;
3. Students who have not received a High School Diplomas or the equivalent;
4. Students reenrolling after dropping out and who are married, parents, or pregnant;
5. Special Education students shall be eligible for enrollment in appropriate education programs through age 21 or until they receive High School or Special Education Diploma or the equivalent; provided, however, they were enrolled during the preceding school year and had an approved Individualized Education Program (IEP) which indicated that a successive year of enrollment was needed.

Age Eligibility for Kindergarten & 1st Grade:

Students who were legal residents of one or more other states or countries for a period of consecutive two years immediately prior to moving to Georgia and who were legally enrolled in a public kindergarten or first grade, accredited by a state or regional association or the equivalent thereof, provided that the Kindergartener is five years old by December 31; or the first grader is six by that date

Evidence of Proof of Age:

1. Other than students specifically exempted by State Board rule or by Georgia law, before admitting any student to a school in the school system, the Superintendent or designee shall accept evidence in the order set forth below that shows the individual's date of birth:
 - a. A certified copy of a birth certificate, certified hospital issued birth record or birth certificate;
 - b. A military ID;
 - c. A valid driver's license;
 - d. A passport;
 - e. An adoption record;
 - f. A religious record signed by an authorized religious official;
 - g. An official school transcript; or
 - h. If no evidence, such as the above, can be produced, an affidavit of age sworn to by the parent or guardian accompanied by a certificate of age signed by a licensed practicing physician, which states that the physician has examined the child and believes that the age as stated in the affidavit is substantially correct.
2. Upon presentation of evidence noted above, a photocopy of the document(s) shall be placed in the student's record and the document that is presented shall be returned to the parent or guardian.
3. A student will be identified in the local student information system (SIS) and in the Georgia Statewide Student Information System (GSSIS) by the student's legal name as it appears on the documentation submitted for age verification as cited above or in a court order changing the student's name.
4. Once a student has successfully enrolled in any publicly-funded Georgia school by providing one of the evidences cited above and is recorded in the Georgia Testing Identifier application (see SBOE Rule 160-5-1-07), further proof of age is deemed unnecessary.

Other Documents Required During the Enrollment Process:

The parent or guardian must provide:

- a. A copy of the enrolling student's Social Security number or sign a form stating the individual does not wish to provide the social security number, pursuant to O.C.G.A. § 20-2-150. No student shall be denied enrollment for failing to provide his/her Social Security number or declining to apply for a Social Security number.
- b. A certificate in accordance with the provisions of O.C.G.A. § 20-2-771, concerning the immunization of students, which includes an exception for religious grounds.
- c. A certificate in accordance with the provisions of O.C.G.A. § 20-2-770, concerning nutritional screening and eye, ear, and dental examination of students.
- d. Pursuant to O.C.G.A. § 20-2-670, a transferring student applying for admission to a grade higher than the sixth grade shall as a prerequisite to admission present a certified copy of his or her academic transcript and disciplinary record from the school previously attended.

A student transferring from a Local Education Agency to another within the state of Georgia shall meet the criteria for continuation of gifted services established by the Local Board of Education of the receiving school system. Proof of residence shall be required, unless the student is homeless, and the McKinney-Vento Homeless Assistance Act applies.

Pursuant to the McKinney-Vento Act, a homeless child shall be enrolled immediately even in the absence of any appropriate documentation. Upon determination a child is homeless, the child can remain in the school he/she enrolled prior to homelessness. Alternatively, the child may enroll in the school zone where he/she currently resides. Accordingly, proof of residence is not required when the McKinney-Vento Act applies. However, the employee or other designated individual responsible for the care of homeless students shall assist the homeless student in acquiring records necessary for enrollment.

Proof of residence for students who do not meet the McKinney Vento Act criteria, can be shown by providing two or more of the following items:

- a. Homeownership title in the name of the parent/guardian/enrolling person for the location of the legal residence;
- b. Current within the past year home purchase agreement;
- c. Current within the past year residential property tax statement or bill in the name of the parent/guardian/enrolling person for the location of the legal residence
- d. Current within the past year homeowner's insurance policy, warranty, or quick claim deed in the name of the parent/guardian/enrolling person for the location of the legal residence;
- e. Current within the past year lease or rental agreement, including the name, address, and/or telephone number of the lessor;
- f. Current within the last 45 days utility (gas, telephone, power, water, and sewer) monthly statement which evidences the location of the legal residence;
 - a. Current within the last 45 days paycheck stub in the name of the parent/guardian/enrolling person for the location of the legal residence;
 - b. Current within the past year Medicaid card in the name of the parent/guardian/enrolling person for the location of the legal residence.

In the event none of the above documentation or the documentation submitted is sufficient in the opinion of the school system to verify a legal residence within the attendance zone, the principal or designee may require the parent/guardian claiming residency to complete a sworn and notarized statement of legal residence by the enrolling person and the residence owner/leasing agent that is valid for 60 days until the residency documents can be obtained.

Attendance Zones:

Students must attend school in the attendance zone where their parent/legal guardian reside. Students may not attend other schools in the system except when granted approval through the student transfer process.

Verification of Residency:

Students and their parent/guardian are expected to be full-time Clayton County residents while enrolled in Clayton County Public Schools. A school system representative may visit the address provided by the parent/guardian to verify residency or confirm residency with a leasing agent. Students who are fraudulently enrolled will be withdrawn from school. Parents are subject to prosecution for providing false information on a legal document (O.C.G.A §16-10-71) if the school system representative verifies that the parent/guardian was untruthful on residency documents.

Georgia High School Athletic Association Eligibility

Please view the Student and Eligibility information on the following website: <http://www.ghsa.net/student-and-eligibility-information>.

Provisional Enrollment:

Other than students specifically exempted by rule or by law, a student shall be enrolled on a provisional basis and allowed to attend a school for 30 calendar days while awaiting evidence of age, residence, or other local requirements. The provisional enrollment period may be extended for extenuating circumstances at the discretion of the Superintendent or designee.

1. If evidence is not provided within this period, the Superintendent or designee shall mark the student withdrawn at the end of the thirtieth day.
 - a. The registering parent or guardian will be considered noncompliant and subject to all penalties as prescribed in O.C.G.A. § 20-2-690.1.
 - b. The Superintendent shall report violations to all appropriate authorities for adjudication.
2. The Superintendent or designee shall notify the registering parent or guardian at least 10 calendar days prior to the withdrawal of the student.
3. O.C.G.A. § 20-2-150 concerning compulsory attendance of students prior to their seventh birthday does not apply to provisional enrollment.
4. Students pre-registering for school are not eligible for provisional enrollment until the beginning of the attendance period of the school term for which the student is enrolling.
5. The provisions of O.C.G.A. § 20-2-670 regarding the transfer of disciplinary actions or felony convictions for students in grade 7 and above shall take precedence over any provisional enrollment.
6. The school system is not responsible for making determinations regarding immigration and visa status. The school system will accept non-immigrant, foreign students on visas and immigrants/non-visa holders who meet age and residency requirements without inquiring about the legal status, in accordance with federal or state law and State Board rule.

STUDENT WITHDRAWAL

Clayton County Public Schools will follow the procedures below when withdrawing students from school, pursuant to Georgia State Board of Education Rule 160-5-1-.28:

1. **Enrolling Adult:**
 - a. The student should be withdrawn by the person who enrolled him/her in school.
 - b. The parent or guardian may provide written permission for another person to withdraw the student from school, and the school will verify the information.
2. **Withdrawal without parent or guardian permission**
Clayton County Public Schools reserves the right to withdraw a student without parent permission who is not receiving instructional services from the school system through hospital homebound instruction under the following circumstances:
 - a. Clayton County Public Schools will withdraw students who accumulate 10 or more consecutive days of unexcused absences from school. Before withdrawing a student according to these criteria, the Principal will:
 1. Provide interventions for student conduct and absences in accordance with local procedures
 2. Notify the parent(s) or guardian(s) of the student of the intent to withdraw
 3. Contact the school social worker and submit a social work referral
 4. Meet with the Department of Exceptional Students to review the student's records for Special Education services
 5. Withdraw the student from school on the last day the student attended school
 6. Permit the student to re-enroll in school
 - b. Clayton County Public Schools will withdraw students who have been documented as enrolled in another public or private school setting including those being served by the Department of Juvenile Justice while in a Department of Juvenile Justice facility.
 - c. Clayton County Public Schools will withdraw students who reside in the attendance zone of a school other than the one they are attending after proper notice and verification by the School Social Worker or other designated school personnel.
 - d. Clayton County Public Schools will withdraw students who are not physically present on the 1st day of school. Students can re-enroll upon their return to school.
3. **Eighteen-Year-Old Students:** Clayton County Public Schools will permit eighteen-year-old students to withdraw themselves from school and will contact the student's parent or guardian.
4. **Voluntary Withdrawal from School:** Clayton County Public Schools will permit an unemancipated student between the ages of 16 and 18 years of age to withdraw from school after the procedures below have been followed:
 - a. The student's parent or guardian must complete and sign the Voluntary School Withdrawal Form as acknowledgement of their student's withdrawal from school.
 - b. A meeting will take place within 72 hours after receiving the written notification of the student's intent to withdraw from school.
 - c. The student and his or her parent(s) are provided with alternatives to dropping out of school and the consequences of being a high school dropout.

CHILDREN OF MILITARY FAMILIES

Georgia has adopted the Interstate Compact on Educational Opportunity for Military Children (O.C.G.A. § 20-17-1, et. seq). The Compact impacts issues such as records, enrollment, attendance, placement, eligibility, and graduation.

1. Unofficial or "hand-carried" education records — In the event that official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, the school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.
2. Official education records and transcripts — Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student's official education record from the school in the sending state. Upon receipt of this request, the school in the sending state will process and furnish the official education records to the school in the receiving state within ten days or within such time as is reasonably determined under the rules promulgated by the Interstate Commission.
3. Immunizations — Schools shall give 30 days from the date of enrollment or within such time as is reasonably determined under the rules promulgated by the Interstate Commission for students to obtain any immunization required by the receiving state. For a series of immunizations, initial vaccinations must be obtained within 30 days or within such time as is reasonably determined under the rules promulgated by the Interstate Commission.
4. Kindergarten and first grade entrance age — Students shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level, including kindergarten, from a local education agency in the sending state at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the local education agency in the sending state shall be eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.

Placement and Attendance

1. Course placement — When the student transfers before or during the school year, the receiving state school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending state school or educational assessments conducted at the school in the sending state if the courses are offered. Course placement includes, but is not limited to, honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses is paramount when considering placement. This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course.
2. Educational program placement — The receiving state's school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation or placement in like programs in the sending state. Such programs include, but are not limited to, gifted and talented programs and English as a second language. This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student.

Eligibility for Enrollment

1. Special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law, shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.
2. The School District will not charge local tuition to a transitioning military child placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent.
3. A transitioning military child placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent may continue to attend the school in which he or she was enrolled while residing with the custodial parent.
4. Eligibility for extracurricular participation — The District will facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadlines, to the extent they are otherwise qualified (See Georgia High School Association, or GHSA, rules for more information about qualifications).

Graduation

Transfer Senior Year — Should a military student transferring at the beginning or during his or her senior year be ineligible to graduate from the School District after all alternatives have been considered, the sending local education agency and the School District shall ensure the receipt of a diploma from the sending local education agency if the student meets the graduation requirements of the sending local education agency. If the sending state in question is not a member of the Interstate Compact, the School District shall use best efforts to facilitate the on-time graduation of the student in accordance with this policy.

ACADEMICS

ACADEMIC INTEGRITY

Students are expected to submit work for evaluation that has been completed solely by that student, unless group assignments have been so designated. Academic integrity is expected at all times. If a student is found cheating on a graded assignment, the student will not receive credit for that assignment and may face disciplinary action. The following actions are violations of academic integrity:

- Using unauthorized materials in a test situation
- Receiving unauthorized information on a test
- Knowingly giving information from a test situation to another student
- Sharing definite answers to questions to someone who has not taken the test
- Turning in work for credit that is not the student's own
- Plagiarizing
- Using electronic devices to provide answers during testing

DIPLOMA REQUIREMENTS

Students in all Clayton County Public High Schools will follow the guidelines established by the Georgia State Board of Education Rule 160-4-2-.48 (5) (IHF) according to the year in which they enrolled into the ninth grade.

- Students who enroll from another state must meet the State Board of Education (SBOE) and the district graduation requirements

Students who have met graduation requirements, as established by the Georgia Department of Education, shall receive a high school diploma. [See Clayton County Public Schools Administrative Rule IHF (6)-R and Clayton County Public Schools Board Policy IHF (6).]

EXAM EXEMPTIONS – High School

Clayton County Public Schools permits the following exam exemptions in the second semester for all grade levels following the guidelines below:

- Students passing a course that does not require an End of Course (EOC) test shall have the option of exempting a class examination
- Students with no office referral in the class shall have the option of exempting a class examination
- Students that earned a grade of "A" for the second semester grade in the class shall have the option of exempting a class examination
- Students with perfect attendance for the year and a passing grade in the class shall have the option of exempting a class examination

Number of exemptions allowed by grade level:

- 9th grade - 2 exam exemptions
- 10th grade - 3 exam exemptions
- 11th grade - 4 exam exemptions
- 12th grade - All exams may be exempt

In addition, seniors who have not met obligations are not allowed to exempt any final exams and may not participate in graduation activities. Obligations include but are not limited to lost or damaged textbooks, calculators, or library materials, fees not paid, and uniforms not returned. See page 51 for more information.

Definitions and Explanations:

Consideration for exam exemption shall be on a class-by-class basis. The definition of perfect attendance in a class is defined as:

- No Absences
- No late check-in
- No early check-out

There will be no exceptions granted for any reason, no matter how critically important the reason. A second-semester senior who meets the criteria for exemption but chooses to take the semester examination is worthy of commendation. If that student's examination grade increases his/her final grade, the examination shall be counted. If, however, that student's examination grade lowers the final average, the examination grade shall not be counted.

"Second semester" is the instruction period from January through May of each instructional year.

GEORGIA MILESTONES ASSESSMENT SYSTEM (GEORGIA MILESTONES)

The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative assessment program spanning grades three through high school. Georgia Milestones measures how well students have learned the material and skills outlined in the state-adopted content standards in language arts, mathematics, science, and social studies. Students in grades 3 through 8 take an end-of-grade assessment in each content area. High school students take an end-of-course assessment for each of the courses designated by the State Board of Education.

Georgia Milestones Assessment System includes:

- open-ended (constructed-response) items in language arts and mathematics (all grades and courses)
- a writing component (in response to passages read by students) at every grade level and course within the language arts assessment
- norm-referenced items in all content areas and courses, to complement the criterion-referenced information and to provide a national comparison
- transition to online administration over time, with online administration considered the primary mode of administration and paper-pencil as back-up until the transition is complete

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-MilestonesAssessment-System.aspx>

GEORGIA STANDARDS OF EXCELLENCE (GSE)

The Georgia Standards of Excellence are anchored in college and career-ready expectations and were designed to ensure all students progress to the college and career-ready level by the end of high school. They were developed by and for states in a voluntary effort led by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO). Furthermore, they represent a significant advance in standards for Mathematics and English Language Arts. These standards are grounded in evidence concerning high school graduates' readiness for college and careers and build on the finest state and international standards. GSE also provide a clear and focused progression of learning from kindergarten to high school graduation that gives teachers, administrators, parents, and students the information necessary for success. Essentially, standards matter. When standards are set at the college and career-ready levels, a clear bar is established and conveys shared expectations across the system. The expectation is students are prepared for college and careers by the end of high school. Ideally, high expectations drive the entire system between states, districts, and classrooms towards excellence and increase positive outcomes and opportunities for all students! More information can be found at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-andInstruction/Pages/default.aspx>

GRADE REPORTS

Grade reports are issued every nine weeks and progress reports are issued every four and half weeks. We encourage parents/guardians to schedule a conference whenever these reports contain information explaining academic deficiencies and areas for growth. Parents/guardians should contact their child's teacher if there are any questions concerning grades recorded or information contained on the child's report card. Parents may monitor their child's grades on the Infinite Campus Parent Portal at <https://sis.clayton.k12.ga.us/campus/portal/clayton.jsp>.

MAKE-UP WORK POLICY

All students are provided an opportunity to make up missed assignments, regardless of the reason for the absences. **It is the student's and parents' responsibility to make arrangements and/or complete all work within three school days of the student's return to school.** Students will present the make-up work to the teacher for grading. Grading for the make-up work should be shared with the student within a reasonable period of time, i.e. 3-5 days. It is the parent's and student's responsibility to initiate the make-up work for missed assignments, tests, and class work. Students must assume responsibility for obtaining the required information and making whatever arrangements are necessary with the teacher. Parents should assist their child with requests for make-up work and other missed assignments and tests.

Students may arrange times with the teacher for making up work for the mutual convenience of student and teacher. Make-up of tests/quizzes should be done before or after school except as otherwise arranged by the teacher. Teachers may assign different work or a different test than that which was originally assigned to other students. It is critical that parents remain involved in this process to ensure academic success for the student. Long-term assignments with preset dates are due on the assigned dates, regardless of a student's previous absence.

GIFTED

In compliance with Georgia Department of Education Rule 160-4.-2-.38 (IDDD), evaluation data results for all students referred are gathered in four areas: Mental Ability, Achievement, Creativity, and Motivation. Additional follow-up evaluation, in any given area, may be requested by eligibility teams based on special circumstances and/or specific individual need. Gifted identification procedures begin as early as kindergarten and continue through grade 12. To identify all students in need of instructional modifications and/or special services, a comprehensive Talent Search is conducted annually and includes the following: Automatic Referrals, Structured Observations, and Individual Referrals. Parents and guardians with questions concerning the gifted eligibility process should contact the school's gifted lead teacher.

Dual Enrollment

Dual Enrollment offers students in grades 9-12 the option of earning a high school diploma and college credit at the same time. Students can fulfill high school graduation requirements while earning a college credit toward a degree program. For more information, please see your high school counselor or contact the Coordinator of Guidance and Counseling at (678) 817-3124.

Administrative Regulation - Grading Systems Code: IHA-R (1)

Grade Procedures for Schools

Principals shall communicate and monitor the implementation of the district's grade reporting procedures. Teachers shall follow district grading policies as outlined in this regulation. Communication logs are maintained by teachers and submitted to the principal every 4 ½ weeks to ensure parents receive advanced notification of the student's academic achievement. In addition to communication logs, teachers are required to notify parents every 13 ½ weeks prior to assigning final report card grades that are less than 70.

Parent Notification

Teachers shall contact parents once a student's grade falls below 70. Parents may receive notification via phone, email, parent conferences, or US mail. Every 13 ½ weeks, parent contact documentation must be entered into the Student Information System contact log.

Accuracy of Grade Reporting

Teachers are required to timely and accurately maintain student performance, grades, and attendance. Student grades must be entered weekly in the district's approved gradebook.

Grade Weights			
Elementary		Middle	
Classwork	50%	Classwork	45%
Tests	15%	Tests	15%
Quizzes	15%	Quizzes	15%
Projects	15%	Projects	15%
Homework	5%	Homework	10%

High School and High School Credit Bearing Courses Grade Weights			
Courses with an End-of-Course (EOC) Exam		Courses without an End-of-Course (EOC) Exam	
Classwork	25%	Classwork	25%
Tests	20%	Tests	20%
Quizzes	10%	Quizzes	10%
Projects	10%	Projects	10%
Homework	15%	Homework	15%
End of Course (EOC) Exam	20%	Final Exam	20%

Alternative grade weights may be approved by the Superintendent or designee for performance-oriented classes, which include fine arts, career and technical agricultural education, world languages, and lab-based courses.

Classwork, test, quizzes, projects, and homework must be rigorous and standards-based as well as give opportunities for students to demonstrate progress toward content mastery. Standards-based activities are included in classwork and assessments. Homework is an opportunity for extended practice and application of the content standards. Homework must be assigned at least once a week. Expectations for grading must be clearly communicated to students and parents.

Plagiarism/Cheating

Cheating and plagiarism are considered very serious academic offenses. Principals will establish procedures for plagiarism/cheating. Any student who plagiarizes or cheats on an assignment and/or test should be referred to the administrator. Supporting evidence shall also be submitted at the time of the student's referral.

Incomplete (I)

An "I" refers to failure to take a required End of Course (EOC) test or incomplete work because of extended illness or some circumstance that warrants an extension of time. Incomplete grades that are a result of a missing required EOC must be resolved by the last day of the next school semester; however, the principal has the discretion to extend the deadline based upon individual circumstances.

Grade Reporting

Progress reports are issued every four and one-half weeks within each nine-week grading period. Report cards are issued every nine weeks at the elementary and middle levels. Report cards are issued every eighteen weeks at the high school level. Report card grades will include both letter and numeric grades for all K-12 students.

Report Card Grades for Grades K-2

Letter Grade	Numeric Range Housed in Student Information System	Performance Level	Description of Performance Level
E	89.5 to 100	Excellent	Exceeding content expectations
S	79.5 to 89.4	Satisfactory	Meeting content expectations
N	69.5 to 79.4	Needs Improvement	Inadequate progress towards meeting content expectations
U	0 to 69.4	Unsatisfactory	Did not meet content expectations
NC		No Credit	Enrolled 10 days or less
I		Incomplete	Work requirements not complete

Report Card Grades for Grades K-2 for Teachers who assign Letter Grades

Letter Grade	Assigned Numeric Grade	Performance Level	Description of Performance Level
E	100	Excellent	Exceeding content expectations
S	89	Satisfactory	Meeting content expectations
N	79	Needs Improvement	Inadequate progress towards meeting content expectations
U	69	Unsatisfactory	Did not meet content expectations
NC		No Credit	Enrolled 10 days or less
I		Incomplete	Work requirements not complete

Report Card Grades for Grades 3-5

Letter Grade	Assigned Numeric Grade	Assigned Numeric Grade	Description of Performance Level
A	Excellent	90-100	Exceeding content expectations
B	Good	80-89	Meeting content expectations
C	Progressing	71-79	Working towards meeting content expectations
D	Poor	70	Inadequate progress towards meeting content expectations
F	Failing	69 and below	Did not meet content expectations
NC	No Credit		Enrolled 10 days or less
I	Incomplete		Work requirements not complete

Report Card Grades for Grades 6-12

Numeric grades are assigned for all subjects:

Letter Grade	Performance Level	Description of Performance Level
A	90-100	Exceeding content expectations
B	80-89	Meeting content expectations
C	71-79	Working towards meeting content expectations
D	70	Inadequate progress towards meeting content expectations
F	69 and below	Did not meet content expectations
NC	No Credit	Enrolled 10 days or less
I	Incomplete	Course requirements not completed

SENIOR EXIT PORTFOLIO

The CCPS Senior Exit Portfolio is a requirement for all 12th grade students taking the 12th grade British Literature and Composition Course. Throughout the senior year, students will collect assignments, performance tasks, writings, assessments, and college/career preparation documents to complete their CCPS Senior Exit Portfolio. The CCPS Senior Portfolio integrates tasks that require knowledge gained from English, Social Studies, Science, Math, and Career Technical Agricultural Education (CTAE) courses. Teachers are required to facilitate adherence to the periodic due dates to ensure that students meet the final requirement of a portfolio that represents their best work and learning experiences. Teachers will use a digital resource to assist students in the management and maintenance of the portfolio throughout the year. The CCPS Senior Exit Portfolio is comprised of the following: Biography, Personal Goals, College/Career Package, Education Philosophy, and Independent Study. At the end of the school year, students are required to deliver a formal presentation of the portfolio using presentation type software.

HIGH SCHOOL GRADUATION REQUIREMENTS
Class of 2019, 2020 and 2021

AREAS OF STUDY	REQUIREMENTS		
English/Language Arts <u>4 Units</u>	<ul style="list-style-type: none"> • 9th Lit/Composition (1 Unit) • World Lit/Composition (1 Unit) • American Lit/Composition (1 Unit) • 12th Literature OR any AP, or Postsecondary Option English (1 Unit) 		
Mathematics <u>4 Units</u>	<ul style="list-style-type: none"> • GSE Algebra or Accelerated GSE Algebra/ Geometry A (1 Unit) • GSE Geometry or Accelerated GSE Geometry B/ Algebra II • Algebra II (1 Unit) • Pre- Calculus or Accelerated Pre- Calculus (1 Unit) • Or Additional core units from approved Georgia DOE list of GPS/AP/designated courses (1 Unit) <p><i>Please contact your counselor for your individual graduation plan of required sequence of math courses.</i></p>		
Science <u>4 Units</u>	Biology (1 Unit) Physical Science (1 Unit) and two additional science courses from approved Georgia DOE list of GSE/AP designated courses and/or approved CTAE courses for science credit. (2 Units)		
Social Studies <u>3 Units</u>	<ul style="list-style-type: none"> • World History (1 Unit) • US History (1 Unit) • Government (.5 Unit) • Economics (.5 Unit) 		
Health/Physical Education <u>1 Unit</u>	<ul style="list-style-type: none"> • Personal Fitness (.5 Unit) • Health (.5 Unit) Or • (3) units of JROTC may be used to meet the requirement) 		
CTAE and/or World Language and/or Fine Arts <u>3 Units</u>	Students planning to enter or transfer into a University System of Georgia institution or other post-secondary institution must complete two units of the same World Language. (3Units)		
Electives <u>4 Units</u>	State requires 4 additional electives. (4 Units)		
TOTAL REQUIRED	23 Units		
PROMOTION & RETENTION	Grade 9 to 10 5 Units	Grade 10 to 11 11 Units	Grade 11 to 12 17 Units

STUDENT SAFETY

CLAYTON COUNTY SCHOOL POLICE CORE VALUES

Loyalty

- We will value the department and the services we provide.
- We will value our employees and their contributions as the strength of the organization in order to build a trusting and enjoyable work environment.

Integrity

- We will value the accountability and personal responsibility for the actions of our employees.
- We will value the need to be transparent.

Fairness

- We will value protecting and preserving the rights of those that we will protect and serve.
- We will value treating all people with courtesy, respect, dignity, and compassion.

Excellence

- We will value our commitment to effectiveness and efficiency.
- We will value our commitment to excellence in our personal performance and professionalism.
- We will value our commitment to supporting a learning environment where everyone experiences security, care, dignity, and respect is essential.

SAFETY OF STUDENTS

- Parking lots are off limits for students during school hours unless they have written permission from an administrator.
- Students are not allowed to sell items in school, during school hours, or for any organization outside of school
- State law dictates that any student determined to have brought a firearm or dangerous weapon to school will be recommended for expulsion from the Clayton County Public Schools System. The minimum expulsion shall be for a period of one calendar year (**O.C.G.A. §20-2-751.1**).
- It is punishable up to a felony for any person to carry, possess or have under such person's control while at a school building, school function, on school property, in a school safety zone, or on a bus or other mode of transportation furnished by the school, any weapon or explosive compound. This includes, but is not limited to, any pistol, revolver, knives, razors, spring stick, nun-chucks, other bludgeon weapons or fighting chains, etc., or like weapons of any kind, including stun guns and laser guns. Any non-licensed holder violating this law, upon conviction, shall be punished by a fine of not more than \$10,000, by imprisonment for not less than two years, not more than 10 years, or both (**O.C.G.A. §16-11-127.1**).
- Sexual harassment or discrimination based on gender is a violation of federal law and is prohibited in the Clayton County Public Schools System. Any student who has a discrimination or harassment complaint should contact his/her counselor or a school administrator.
- Any person transmitting a false public alarm (bomb threat) within an educational facility shall be punished by imprisonment for not less than one year or more than five years, by a fine of not more than \$100,000, or both (**O.C.G.A. §16-10-28**).
- Any person remaining in or on any school safety zone when such person does not have a legitimate cause or need to be present and fails to check in at the designated location shall be guilty of a misdemeanor of a high and aggravated nature (**O.C.G.A. § 20-2-1180**).
- Any person that knowingly, intentionally, or recklessly disrupts or interferes with the operation of any public school, public school bus, or public school bus stop shall be guilty of a misdemeanor of a high and aggravated nature (**O.C.G.A. § 20-2-1181**).

SCHOOL RESOURCE OFFICERS

Certified law enforcement officers serve as School Resource Officers in CCPS middle and high schools. The presence of law enforcement within the school community provides a consistent approach to community public safety. Through the school-based community-policing model, officers are involved in proactive areas of crisis planning, school planning, areas of prevention, intervention, and enforcement. School Resource Officers effectively protect and serve the school community. They contribute to the safe-schools team by ensuring a safe and secure campus, educating students about law-related topics, as well as mentoring students as informal counselors and role models.

School Resource Officers are not disciplinarians. Therefore, they are not used as a substitute for an administrator in the daily administration of students discipline or looked upon in the place of administrative discipline. The School Resource Officers' roles are focused on protecting the physical safety of the school and preventing criminal conduct.

The Clayton County Public Schools Police Department shall use Body Worn Cameras (BWC) to record video and audio documentation of police interactions. Officers should use body worn cameras in the lawful performance of his or her official duties to observe, photograph, videotape, or record the activities of persons that occur in their presence. The Body Worn Cameras captures full motion video, still photos, and high-quality audio documents. **All images and sounds recorded by the BWC are the exclusive property of Clayton County Public Schools. Accessing, copying, or releasing files for non-law enforcement purposes is strictly prohibited.**

SEARCH AND SEIZURE

Clayton County Public Schools may use metal detectors, sniffing dogs, or other detection devices such as wands, etc., to ensure school safety. Routine unannounced searches of cars on school property, school buses, lockers, school computers, and student desks are conducted by school officials. Students and parents are hereby notified that a student has no expectation of privacy in these locations, including student vehicles, if the student chooses to exercise the privilege of parking on campus. Unauthorized items and items that threaten the safety of self and others will be seized, and the appropriate disciplinary action will be taken.

VISITOR POLICY

School Visitor's Policy

- All visitors must sign in electronically or manually in the main office, and they should have a valid reason for being on campus.
- All visitors must wear a visitor pass at all times and return it as they exit the building.
- All visitors should be escorted to their destinations.
- Any employee that is not assigned to the school is considered a visitor and will adhere to the Visitor Policy.
- Visitors are not allowed access to other locations within a school without authorization.

School Personnel will use the following procedures:

School Personnel will use the following procedures:

SQID (Stop, Question, Identify, Direct)

- S- Stop anyone that does not have a visitor pass.
- Q- Question them about their visitor pass and ask if they signed in.
- I- Identify who they are and what their purpose or business for visiting.
- D- Direct visitors to the front desk if they did not sign in. If they signed in, ask them to put their visitor's pass on and help them to their destination (escort them).
If the visitor does not respond to your directives, call for assistance.

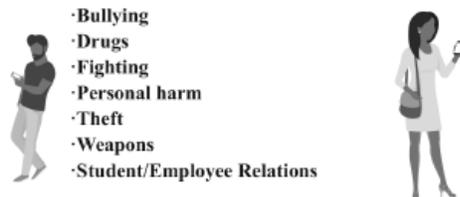
If You See Something, Say Something

The nationwide "If You See Something, Say Something™" public awareness campaign is a simple and effective program to increase reports of suspicious activity to the proper local law enforcement authorities. This includes, but is not limited to, bullying, suspicious or unusual activity, and/or unsafe or harmful behavior. Any of these incidents can be large or small, but the impact they can have is always great. For example, if you see or hear threatening comments from a student, suspect bullying behavior, a suspicious person around campus, someone acting out of character, and/or a package or vehicle that seems out of place, please say something to a law enforcement official, administrator or school staff.



Mobile App TIP LINE

This is a user friendly platform that is kept confidential for the students, employees and visitors submitting the information. There are dropdown categories for easy usage. The categories are as follows:

- Bullying
 - Drugs
 - Fighting
 - Personal harm
 - Theft
 - Weapons
 - Student/Employee Relations
- 

The features with this confidential tip line allows the sender to notify their specific school SRO, as well as his or her supervisor. In addition to those notifications, the division commanders and the Chief of Police are notified as well, to ensure an expeditious response. More importantly, the sender can also attach and send photographs, allowing the physical illustration of their concerns.

Remember, You Have The Right "Not" To Remain Silent!

CLAYTON COUNTY PUBLIC SCHOOLS

CODE OF CONDUCT

Clayton County Public Schools is committed to ensuring schools are safe, secure, and orderly environments where teaching and learning are a priority. The entire school community must work together and model mutual respect. The school community includes, but is not limited to: students, teachers, administrators, parents, guardians, counselors, social workers, psychologists, safety and security personnel, custodial, transportation, and food service staff.

The Multi-Tiered Systems of Support for Behavior is a **framework** comprised of intervention practices and organizational systems for establishing the social culture, learning and teaching environment, and individual behavior supports needed to achieve academic and social success for all students. More information can be found on the Georgia Department of Education website:

<http://www.gadoe.org/Curriculum-instruction-and-Assessment/Curriculum-and-Instruction/Pages/Response-to-intervention.aspx> .

The Code of Conduct promotes positive student behavior and an atmosphere of respect and dignity by assisting students as they strive to become productive, responsible citizens in a global society.

All members of the school community, students, teachers, administrators, parents, guardians, counselors, social workers, psychologists, safety and security personnel, custodial and bus staff, and food service staff must know and understand the Code of Conduct, which all students are expected to adhere to, and the consequences when they are not in adherence.

The Clayton County Public Schools Code of Conduct provides a description of conduct that meets the expectation of behavior for students. It includes guidance for supporting students who misbehave as well as guidance for disciplinary and intervention measures to be utilized by schools.

The Student Code of Conduct applies to all students in Clayton County Public Schools.

Authority of the Principal

The principal, as the designated leader of the school, is responsible for its orderly operation. In this capacity, the principal has the discretion to use his/her professional judgment to determine the most appropriate course of action regarding discipline violations or illegal activities not explicitly covered by prescribed dispositions in the Clayton County Public Schools' Code of Conduct. Additionally, the principal reserves the right to allow a student to participate in school-related activities during the day such as testing, even while serving an out-of-school suspension. Permission must be granted by the school's administration in writing; otherwise, the student's presence on campus may be considered trespassing.

Principals have the final authority to make disciplinary judgment regarding in-School Suspension (ISS) and short term (10 days or less) Out-of-School Suspension (OSS). For short-term out-of-school suspension, an informal school level review of discipline may be conducted by a school administrator. Recommendation for out-of-school suspensions/expulsions, which exceed 10 days, requires a request for Tribunal.

Progressive Discipline (O.C.G.A. § 20-2-735)

Clayton County Public Schools expects that parents, guardians, teachers, and school personnel will work together to improve and enhance student behavior and academic performance. Each school's staff members will communicate their concerns about, and actions in response to, student behavior that detracts from the learning environment. Clayton County Public Schools will employ behavior support processes designed to consider services that may be available through the school, district, other public entities, or community organizations that may help the student address behavioral issues. These may include, but are not limited to, the Student Support Teams (SST) and the Response to intervention (RTI) process. Through this Code of Conduct the District implements a progressive discipline process designed to create the following expectations:

- The degree of discipline is proportionate to the severity of the behavior.
- The previous discipline history of the student and other relevant factors are taken into consideration.
- All due process procedures required by federal and state law are followed.

Progressive discipline utilizes interventions to address inappropriate behavior with the goal of teaching pro-social behavior. Interventions increase in intensity to address behavior that escalates. Progressive discipline seeks concurrent accountability and behavioral change.

The goal is the prevention of a recurrence of negative behavior by assisting students to learn from their mistakes. Progressive discipline supports students engaged in inappropriate behavior. The student is guided to:

- Understand the harm that the behavior has caused and the reason why it is unacceptable
- Understand what decisions they could have made differently given a similar or the same situation;
- Take responsibility for their actions
- Accept the opportunity to learn pro-social strategies and skills to use in the future
- Understand the progression of stern consequences should the behavior reoccur.

Every practical effort is made to correct student behavior through interventions and school-based resources. School staff takes into consideration issues that may impact the student behavior and respond in a manner that is supportive of the student. The disciplinary process emphasizes prevention and effective intervention, prevents disruption to students' education, and promotes the development of a positive school climate and positive school culture.

One way to assist schools with understanding the causes of a student's behavior is by completing a Functional Behavior Assessment (FBA). This process allows the teacher, parent, and student to work together to identify the cause of negative behavior in the school environment. A Behavior Intervention Plan (BIP) is developed if necessary after the FBA has been completed. The BIP provides specific approaches to address the student's behavior.

CLAYTON COUNTY PUBLIC SCHOOLS

CODE OF CONDUCT

Disciplinary Consequences Determination

School administration must consult the Code of Conduct and adhere to the document when making a discipline determination. The following considerations should be taken into account when administering appropriate consequences:

- The student's age and maturity
- The student's disciplinary history (to include any prior behavior incidents, the number of prior incidents, and the disciplinary actions and interventions implemented for each)
- The nature, severity and scope of the behavior
- The circumstances in which the behavior occurred
- The frequency and duration of the behavior
- The number of persons involved in the misconduct
- The student's Individualized Education Program (IEP), Behavioral Intervention Plan (BIP), Behavior Contract, and/or 504 Individual Accommodation Plan (IAP) if relevant

Proactive Approach to School-Wide Discipline

Clayton County Public Schools implements Multi-Tiered Systems of Support for Behavior in all schools. This framework is a proven, research and evidence-based discipline program that emphasizes school-wide systems of support. It includes strategies for defining, teaching, modeling and supporting appropriate student behaviors by teaching, modeling, reinforcing, and monitoring appropriate behavior. This framework recognizes that effective school discipline is anchored to meaningful corrective instruction and guidance that offers students an opportunity to learn from their mistakes and contribute to the school community. Multi-Tiered Systems of Support for Behavior also involves the ongoing monitoring of discipline data to ensure that equitable school-based discipline practices are implemented in a fair and non-discriminatory manner.

The Multi-Tiered Systems of Support for Behavior emphasizes teaching students to behave in ways that contribute to academic achievement, school success, and support a school environment where students and staff are responsible and respectful. It places emphasis on the need for school staff to promote appropriate behaviors by teaching, modeling, reinforcing, and monitoring appropriate behavior. This framework recognizes that effective school discipline is anchored to meaningful corrective instruction and guidance that offers students an opportunity to learn from their mistakes and contribute to the school community. Multi-Tiered Systems of Support for Behavior also involves the ongoing monitoring of discipline data to ensure that equitable school-based discipline practices are implemented in a fair and non-discriminatory manner.

Schools that implement school-wide systems of positive behavior support focus on taking a team-based approach and teaching appropriate behavior to all students in the school. Schools that have been successful in building school-wide systems with procedures reflect the following:

1. Behavioral expectations are defined
2. Behavioral expectations are taught
3. Appropriate Behaviors are acknowledged
4. Behavioral errors are corrected proactively
5. Decisions about behavior management are data based

Establishing a school-wide tiered framework of behavioral supports and interventions guides the entire community toward respecting rules and expectations, as well as the delivery of consistent and appropriate consequences, e.g., some schools will implement Positive Behavior Interventions and Supports (PBIS). Effective social and emotional learning helps students develop fundamental skills for life effectiveness, including:

- recognizing and managing emotions
- developing care and concern for others
- establishing positive relationships
- making responsible decisions
- handling challenging situations constructively and ethically.

Such skills help prevent negative behaviors and the disciplinary consequences that result when students do not live up to behavioral standards.

School staff members are also responsible for addressing inappropriate student behaviors that are disruptive to the learning environment. Administrators, teachers, counselors and other school staff are expected to engage all students in intervention and prevention strategies that address behavioral issues and discuss these strategies with the student and his/her parent(s).

If at any time, school officials suspect that a student's difficulties are the result of a disability that requires special education services, the student will be referred immediately to the Student Support Team and Response to Intervention process.

INTEGRATION OF RESTORATIVE PRACTICES WITH MTSS AND PBIS

Clayton County Public Schools promotes the use of disciplinary responses that assign the appropriate consequences to student behaviors, while also providing opportunities for students to restore or repair the "damage" caused by their inappropriate actions.

Restorative justice is a philosophy based on a set of principles that guide the response to conflict and harm. These principles encourage:

- Accountability - Restorative justice strategies hold wrongdoers accountable to those they have harmed and enable perpetrators to repair the harm caused to the extent possible.
- Community safety - Restorative justice recognizes the need to keep the community safe through strategies that build relationships and empower the community to take responsibility for the well-being of its members.
- Competency development - Restorative justice seeks to increase the pro-social skills of those who have harmed others, address underlying factors that promote delinquent behavior and build on strengths in each young person. The balanced and restorative justice (BARJ) model is a concept developed, in part, by the U.S. Department of Justice Office of Juvenile Justice.

CLAYTON COUNTY PUBLIC SCHOOLS

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Collectively, the MTSS/PBIS frameworks and the Restorative practices replace punitive, exclusionary and isolationist discipline policies such as detention, suspension, and expulsion whenever possible. These alternatives to out-of-school suspension systematically foster the improvement of a school's climate.

Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools. A Guide for Educators, March 2014.

Examples of Restorative Practices include, but are not limited to:

- Classroom Circles
- Family Group Conferencing
- Sentencing Circle
- Victim Support & Witness Service
- Compensation
- Teen court
- Community Reparation
- Rehabilitation
- Victim/Offender Mediation
- Acceptable Behavior contracts
- Restitution

PARENTS AS PARTNERS

Parents are an essential part of the implementation of Multi-Tiered Systems of Support for Behavior. Parents are encouraged to use positive behavioral expectations like those that the school teaches. Students, parents, and school personnel all have a role in making schools safe and must cooperate with one another to achieve this goal. School staff will keep parents informed of their child's behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include but is not limited to a phone call and/or written communication. As role models, parents and school staff should exhibit the behaviors we desire students to emulate.

As active and involved partners in promoting a safe and supportive school environment, parents must be familiar with the Clayton County Public Schools Code of Conduct. Educators are responsible for informing parents about their child's behavior and for nurturing the skills students need to succeed in school and society. Parents are encouraged to discuss with their child's teacher and other school staff issues that may affect student behavior and strategies that might be effective in working with the student.

Consultation and communication between the school and the home are critical. Guidance conferences attended by the principal or his/her designee, a guidance counselor, the student's parent(s), and one or more teachers are an effective means of encouraging parental input and should be held with students when appropriate. Parents who want to discuss guidance interventions in response to student behavior should contact the child's school by way of the principal, school counselor, or other entities.

PARENT NOTIFICATION

School officials are responsible for sharing discipline information with students, parents, and staff. In the event a student engages in inappropriate behavior, the principal or principal's designee should report the behavior and potential consequences to the student's parent/guardian. Students who commit violations of criminal law may be subject to the consequences of this behavior code and may be referred to the Clayton County Public Schools Police.

INTRODUCTORY INFORMATION

The disciplinary procedures outlined in this code of conduct exist as required by law, including but not limited to O.C.G.A. § 20-2-735, state authority, and local board policy. It is the responsibility of the student to read the Code of Conduct. Parents and guardians are responsible for reviewing the Code of Conduct with their students and informing students of the consequences and potential criminal penalties of violating this code. This code includes underage sexual conduct and crimes for which a minor can be tried as an adult. As required by the General Assembly, Clayton County Public Schools encourages parents to inform their students of the implications of this conduct.

DISRUPTIVE STUDENTS

The Superintendent of Clayton County Public Schools fully supports the authority of principals and teachers in Clayton County Public Schools under O.C.G.A. § 20-2-738, including establishing and disseminating procedures. Teachers may remove students who repeatedly or substantially interfere with the teacher's ability to communicate effectively with students in the class or with the ability of classmates to learn, where the student's behavior violates the student code of conduct, provided the teacher previously filed a report pursuant to O.C.G.A. § 20-2-737, or determines such behavior of the student poses an immediate threat to the safety of the student's classmates or teacher.

Any teacher with knowledge of student behavior that repeatedly or substantially interferes with a teacher's ability to communicate effectively with students in the classroom or with students' ability to learn, is required to file a report to the principal's office. The report shall be filed with the principal or his/her designee within one school day of the most recent occurrence of such behavior, shall not exceed one page, and shall describe the behavior of the student. The principal or designee shall send a copy of the report to parents within one school day of receiving it and shall include information on how parents may contact the principal or designee. The principal or designee shall also provide written notification of disciplinary action taken to both the parent and the teacher within one school day as per O.C.G.A. § 20-2-737.

ALTERNATIVE EDUCATION PROGRAM

Clayton County Public Schools retains the authority to assign disruptive students, students who frequently or severely violate the student discipline code, or students eligible to remain in the regular classroom but are more likely to succeed in a nontraditional setting to an Alternative Educational Program (AEP) as noted in O.C.G.A. § 20-2-154.1. Students may be placed in the AEP by a Tribunal. The AEP is available for students in grades six through twelve.

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A student assigned to the AEP as a result of tribunal decision or waiver may be allowed to return to his/her home school upon meeting the following AEP exit criteria:

- (1) Must pass five (5) out of six (6), or six (6) out of seven (7) classes which must include Behavior Support/Social Skills class.
- (2) Must complete at least seventy percent (70%) of the work with a seventy percent (70%) or higher grade.
- (3) Must have a ninety percent (90%) attendance
- (4) Must have no more than two (2) discipline referrals per grading period for high school students or no more than four (4) discipline referrals per grading Period for middle school students.
- (5) Must complete the time assigned by the Tribunal/Waiver unless the student qualifies for early release from the AEP.

REPORTS TO CLAYTON COUNTY PUBLIC SCHOOLS POLICE

Students who commit violations of criminal law may be subject to the consequences under the criminal code. However, these violations may also be addressed in the Code of Conduct. The Clayton County School Police does not have decision-making authority over school discipline. Clayton County Public Schools will, to the extent permitted and as mandated by law, cooperate with law enforcement and other investigating agencies in the interest, welfare, and safety of all students, staff, and citizens. School administrators are responsible for mandatory reporting of student offenses required by state law, as described further below.

MANDATORY REPORTING OF STUDENT OFFENSES:

Per O.C.G.A. 20-2-1184, any school employee with reasonable cause to believe a student at school has committed one of the following listed acts on school property or any school function shall immediately report the act and the name of the student to the principal or the principal's designee:

- 1) code Section 16-5-21, relating to aggravated assault if a firearm is involved
- 2) code Section 16-5-24, relating to aggravated battery
- 3) chapter 6 of Title 16, relating to sexual offenses
- 4) code Section 16-11-127, relating to carrying a weapon or long gun in an unauthorized location
- 5) code Section 16-11-127.1, relating to carrying weapons at school functions or on school property or within school safety zones
- 6) code Section 16-11-132, relating to the illegal possession of a handgun by a person under 18 years of age
- 7) code Section 16-13-30, relating to possession and other activities regarding marijuana and controlled substances

The principal or designee in receipt of the report, and with reasonable cause to believe the report is valid, shall make an oral report thereof immediately by telephone or otherwise to the appropriate school system Superintendent, police authority, and district attorney.

INTERROGATIONS AND SEARCHES

The principal or designee of each school in the District is authorized to conduct reasonable interviews of students to properly investigate and address student misconduct. Students suspected of misconduct or violating the student code of conduct will be questioned by school staff. Witnesses to misconduct by other students, faculty, and/or staff may be asked to provide oral or written statements regarding investigated incidents. Principals or designees may interview students without prior notice or permission of parents or guardians.

As permitted by applicable authority, the principal or designee of each school in the District may conduct a reasonable inspection of students' school lockers, articles upon their persons, and vehicles to properly investigate and address student misconduct.

Searches based on reasonable suspicion proceed without hindrance or delay and are directed by the school administration. Searches are based on reasonable grounds of suspicion the search will reveal evidence a student has violated the law, broken school rules, or is reasonably related in scope to circumstances justifying the search.

Lockers, desks and school/classroom storage areas are the property of the District. Students assigned on-campus parking are required to sign a release form authorizing the search of their cars. Students shall not consider these areas private or have an expectation of privacy for personal items stored in these areas.

CHRONIC DISCIPLINARY PROBLEM STUDENT (O.C.G.A. § 20-2-764 through 769)

A chronic disciplinary problem student exhibits a pattern of behavioral characteristics interfering with the learning process of classmates that is likely to recur. The principal will notify the student's parent or guardian by telephone and certified mail, statutory overnight delivery with return receipt requested, or first-class mail of the disciplinary problems. Subsequently, parents or guardians are invited to observe the student in a classroom setting.

At least one parent or guardian is invited to attend a conference to devise a disciplinary and behavioral correction plan. The principal or designee and the parent or guardian is expected to be present at the conference. The principal may also invite other appropriate staff members if he/she feels it would be advisable to do so. If the parent or guardian fails to attend the conference, it is the responsibility of the school personnel attending to create a disciplinary and behavioral correction plan and provide copies of that plan to both the parent or guardian and the student.

Before any chronic disciplinary problem student is permitted to return from an expulsion or suspension, the school to which the student is to return shall request by telephone call and either certified mail, statutory overnight delivery with return receipt requested, or first-class mail, at least one parent or guardian to attend a conference with the principal or his/her designee to devise or revise the disciplinary and behavioral correction plan. Failure of the parent or guardian to attend shall not preclude the student from readmission to the school. At the discretion of the principal, a teacher, counselor, or other person may attend the conference. The principal shall ensure that a notation of the conference is placed in the student's permanent file (O.C.G.A. § 20-2-766.).

The District may, by petition to the juvenile court, proceed against the parent/guardian of a chronic disciplinary problem student who fails to attend a conference requested by a principal. If the court finds that the parent/guardian willingly and unreasonably failed to attend such conference, the court may order the parent/guardian to attend a conference, participate in programs or treatment the court deems appropriate, or both. After notice and opportunity for hearing, the court may impose a fine, not to exceed \$500.00, on a parent/guardian who willfully disobeys such an order (O.C.G.A. § 20-2-766.1.).

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CHRONIC DISCIPLINARY PROBLEM STUDENTS IN KINDERGARTEN THROUGH THIRD GRADE

A documented behavior correction action plan shall include specific, measurable, attainable, and timely goals and strategies when a student in kindergarten through third grade is placed in:

- (1) Out-of-school suspension for the third time during the same school year
- (2) Out-of-school suspension for a second time within a four-week period within the same school year

Students in kindergarten through third grade may not receive suspension out of school or expelled for more than five days without the Response To Intervention/MTSS process in place (HB 740).

SCHOOL DISRUPTION

The Clayton County Public Schools Board of Education may address a child accused of violating O.C.G.A. § 20-2-1181, relating to the disruption or interference with the operation of a public school, within the parameters of the district's progressive discipline plan. When initiating a complaint, as defined in O.C.G.A. § 15-11-2, it shall include information showing the local board sought to:

- Resolve the problem through available educational approaches AND
- Engage the child's parent or guardian to resolve that problem; however, the student has been unable or unwilling to resolve the expressed problem. Therefore, the problem remains, and court intervention is necessary.

When the complaint involves a student suspected to be eligible for services under IDEA or Section 504, it shall further include information that shows the local board of education:

- Determined the student is eligible or suspected to be eligible for services under IDEA or Section 504 AND
- Reviewed the appropriateness of the child's IEP, placement, and made modifications where appropriate.

ENROLLMENT OF STUDENTS

Pursuant to O.C.G.A. § 20-2-751.2, a student from a public school district in Georgia, a private school in Georgia, or a public school outside of state, enrolled in or attempts to enroll in any Clayton County Public School during the time that student is subject to a disciplinary order of suspension or expulsion, may be refused admission or withdrawn from Clayton County Public Schools. Upon receipt of a certified copy of such order, the denial of admission or withdrawal is for the duration of the other School District's or school's disciplinary order if the offense which led to such suspension or expulsion is an offense for which suspension or expulsion could be imposed in Clayton County Public Schools. A student with a disability under a pre-existing permanent expulsion order from another county will be offered services pursuant to 34C.F.R. § 300.530.1 even if such discipline order is upheld.

A resident of Clayton County under a permanent expulsion order from another School District and seeks admission in Clayton County Public Schools may file a report with the Department of Student Discipline describing in detail the incident(s) and circumstances which led to the expulsion. The student and/or parent shall submit the following documents along with the report:

- (1) The tribunal decision form/letter
- (2) Waiver
- (3) A transcript of the Tribunal hearing
- (4) Student's discipline record
- (5) Student's transcript

School administrators will notify all teachers and other school personnel of any student assigned to them who has been convicted of or adjudicated to have committed an offense which is a class A designated felony act or class B designated felony act under 15-11-2. Such teachers and other certified professional personnel, as the administrator deems appropriate, may review information in the student's file. Such information is confidential (O.C.G.A. § 20-2-751.2(d)). The school's multidisciplinary team, the **Circle of Support**, will devise a behavior support plan for the student.

Clayton County Public Schools may refuse to readmit or enroll any student suspended or expelled for conviction of, adjudicated to have committed, indicted for, or having information filed for the commission of any felony or delinquent act under Code Sections 15-11-602 and 15-11-707 considered a felony if committed by an adult. If refused readmission or enrollment, the student or the student's parent or legal guardian has the right to request a hearing pursuant to Code Section 20-2-754 (O.C.G.A. 20-2-768). The request for a hearing should be filed with the Department of Student Discipline.

A hearing officer, tribunal, panel, superintendent or local board of education is authorized to place a student denied enrollment in Clayton County Public Schools under Code section 20-2-768 in an alternative educational system as appropriate and in the best interest of the student and other students within the school system. It is the policy of Clayton County Public Schools to reassign disruptive students to an alternative educational setting rather than suspend or expel such students from the school.

UNSAFE SCHOOL STATEMENT

Major disciplinary offenses including, but not limited to drug and weapons offenses, can lead to schools named an Unsafe School according to the provisions of State Board Rule 160-4-8-.16 (See Policy JBCCA (2), Unsafe School Choice Option).

EMPLOYEE ALLEGATIONS OF INAPPROPRIATE BEHAVIOR

The District adheres to the requirements found in O.C.G.A. § 20-2-751.7 and the Professional Standards Commission's state-mandated process for students to follow to report instances of alleged inappropriate sexual behavior by a school employee (See Policy JCD, Sexual Harassment). Any student, parent, or friend of student victimized of an act of abuse, sexual abuse, sexual misconduct, or other inappropriate behavior by a teacher, administrator, or other school system employee is urged to make an oral report to any teacher, counselor, or administrator at his/her school.

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MANDATORY REPORTING OF CHILD ABUSE

The District adheres to the requirements of O.C.G.A. § 19-7-5 regarding mandatory reporting of child abuse. Any school employee or volunteer, including but not limited to, all teachers, administrators, guidance counselors, visiting teachers, school psychologists, licensed psychologists, interns, social workers, behavior intervention specialists, nurses, nurses' aides, and School Resource Officers (law enforcement personnel) with reason or cause to believe a child is abused or has been abused (including neglect) will report that abuse to the principal or designee. The principal or designee will report any case of suspected child abuse to the Department of Family and Children Services. A report (documented by the principal or designee) by telephone, other oral communication, written report by electronic submission or by facsimile will be made immediately. Under no circumstances shall a report proceed to the Department of Family and Children Services later than twenty-four (24) hours from the time thereof reasonable suspicion. The report to the Department of Family and Children Services is made by telephone or in the manner specified by the agency. The report shall be followed by a written statement if requested by the agency.

STUDENT ORGANIZATIONS

The names of student clubs and organizations, the mission or purpose of such clubs or organizations, the names of the club or organization's contacts or faculty advisors, and a description of past or planned activities are available in school-provided information and/or on school websites for each school. This information is updated periodically throughout the year.

JURISDICTION

The following code provisions apply to offenses that occur on school property, in school vehicles, to and from the bus stop, at designated school bus stops, at school-related functions and school activities. These provisions are also applicable to the use of data or software accessed through a computer, computer system, computer network, or other electronic technology of a local school system, except as indicated by this Code of Conduct (including Off-Campus Misconduct and Cyberbullying offenses).

STUDENT OFFENSES:

The decision to charge a student for violation of the Code of Conduct is made by the local school administration. School administrators assign a consequence within the minimum and maximum range proportionate to the severity of the behavior. The student's discipline history and other relevant factors are considered. Per O.C.G.A. § 20-2-735, all due process procedures required by federal and state law are followed. Clayton County Public Schools School Resource Officers are contacted as appropriate. If there is ambiguity in the interpretation of the code, the local school administration will contact the Student Services' Office of Student Discipline. At any time in the discipline process, students may be referred to the Student Support Process.

Consequences of code violations are by progressive discipline and, therefore, may range from Administrative conference with a parent to a Request for Tribunal. A Request for Tribunal is required to impose discipline for long-term suspension (more than ten consecutive days of out of school suspension) up to permanent expulsion. A Tribunal may also take actions including, but not limited to, assigning short-term suspensions and placement at the Alternative School.

OUT-OF-SCHOOL SUSPENSION REDUCTION PROGRAM/COMMUNITY RESOURCE CLASS

Clayton County Public Schools provides Out-of-School Suspension (OSS) Reduction programs and Community Resource classes designed to increase student attendance, introduce behavior/conflict management skills, and provide opportunities for parental involvement. These programs give administrators alternatives to OSS when determining the consequences for behaviors that may normally result in an OSS. Parents may request these programs and consideration will be given. These programs are:

School Conflict Workshop - one night - 1½-hour educational program on conflict resolution for grades 6-12

Project Handle It Before Prison (H.I.P): your Life; your Decision - one night - 2-hour presentation for grades 6-12 sponsored by Clayton County Juvenile Court with presenters from the Atlanta correctional facility, an inmate from a correctional facility, and the Sheriff's Department

Choices - Two nights – 2-hour interactive sessions on decision making, communication, drugs, and effects of drug use for grades 6-12

Boundaries and Beyond - Two nights - 2- hour interactive sessions on setting boundaries and on the differences between aggression and assertiveness for grades 5-8

Safe Dates - Two nights - 2-hour sessions which provide information for students on healthy relationships versus abusive relationships for grades 6-12

These OSS Reduction Programs and community resource classes require the student and parent/guardian attend the assigned program instead of the child receiving and serving out-of-school suspension. Thus, the student can remain in school pending the completion of the assigned OSS Reduction Program. If the program is not completed, the student is required to serve the out-of-school suspension than originally assigned.

EXPECTATIONS OF THE TEACHER

Teachers are expected to maintain order and discipline in the classroom and to deal with minor infractions. Teachers are to make appropriate referrals for assistance with developing interventions for a student's academic and behavioral challenges. When offenses are repetitious or of a severe nature, the violator is referred to the administrator's office. Teachers have the authority to remove students from classrooms per Georgia law and district procedures. Any teacher, observing misbehavior on the part of any student at school or a school-related function, is asked to correct the situation immediately.

EXPECTATIONS OF THE STUDENT

Students learn best and teachers provide the best instruction in an orderly environment. Violence will not be tolerated at school or any school sponsored function since extracurricular activities are considered an important part of the educational process. The following are expectations for students to preserve the academic process:

- No individual or situation will be permitted to interfere with the learning environment in the classroom.
- There will be no class, club, other group parties, or picnics at any time during school hours unless specifically approved by the principal.

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EXPECTATIONS OF PARENTS/GUARDIANS

The overarching philosophy of Clayton County Public Schools is that discipline helps to shape behavior that will result in the student's ability to excel academically. The academic process rests heavily on how well parents/guardians, school administrators, and teachers work together to provide a safety net and boundaries that produce academic success.

Clayton County Public Schools Student Code of Conduct and Discipline Levels

Level 1 Classroom Interventions and Support

This level is appropriate when the behavior is a minor infraction, and/or interventions are not implemented when reasonably expected.

- Parent conference
- Referral to School Counselor
- Referral to School Social Worker
- Referral to Community Resource Class (e.g. Alternatives to OSS) • Restorative Practices

Level 2 Intensive Interventions and Support

This level is appropriate when supports and interventions are implemented, but the behavior continues to negatively influence the learning of the student or others.

- Parent conference
- Referral to School Counselor
- Referral to School Social Worker
- Referral to Community Resource Class (e.g. Alternatives to OSS)
- Restorative Practice
- In-School Suspension (ISS) 1-5 days
- Out-of-School Suspension (OSS) 1-5 days

Level 3 Short Term Suspension

This level is appropriate given the seriousness of the offense and the impact on the school and/or when documented interventions (in levels 1 and 2) have been implemented, but the behavior escalates.

- Referral to School counselor
- Referral to School Social Worker
- Referral to Community Resource Class (e.g. Alternatives to OSS)
- Restorative Practice
- In-School Suspension (ISS) 1-5 days
- In-School Suspension (ISS) 5-10 days
- Out-of-School Suspension (OSS) 1-10 days

Any violation of the O.C.G.A criminal code will be referred to the Clayton County Public Schools Police

Level 4 Referral for Tribunal (long-term suspension, expulsion, or assignment in an Alternative School).

This level is appropriate when behavior violates state-mandated offenses that require long-term suspension, expulsion, or assignment to an Alternative School; or certain offenses are violated three or more times within a current school year or within the student's indicated discipline history, or interventions are in place, but the behavior escalates.

Any violation of the O.C.G.A criminal code will be referred to the Clayton County Public Schools Police

1. ACADEMIC DISHONESTY OFFENSES

Plagiarism or cheating on assignments, tests, exams, projects, or statewide assessments is prohibited. If the Georgia Department of Education or Clayton County Public Schools determines a student used or intended to use a device to share, retain, or access information, the student's test will be invalidated. An invalidated test means the student will not earn a score on the exam.

Consequences: Levels 1-4 Depending on the severity of the incident, evidence, previous discipline history and prior interventions implemented.

2. ALCOHOL OFFENSES

2a Possession, use, or under the influence of alcohol: Possession, consumption, transmitting, storing, or under the influence of alcoholic beverages or related products (nonalcoholic beers, wine coolers and near beer). Legal intoxication is not required for violation of this code.

2b Possession of a substance reported to be alcohol: False representation or identification of a substance to be alcohol

Consequences: Levels 1-4 Depending on the severity of the incident, evidence, previous discipline history and prior interventions implemented.

3. ATTENDANCE OFFENSES

All consequences will follow the Clayton County Comprehensive Attendance and Truancy Protocol. Any student who is subject to compulsory education requirements and is truant as defined in this policy is subject to progressive disciplinary consequences. At a minimum, students and their parents or guardians shall be required to meet with school administrators and/or other designated personnel to develop and implement an attendance improvement plan. Parking privileges are subject to revocation for attendance violations. When a child is absent, parents, guardians, or other persons who have control of a child enrolled in the School District must comply with District and local school guidelines and submit validly, written excuses for absences. Any child subject to compulsory attendance during the school calendar year, who has missed more than ten days of school due to unexcused absences according to **O.C.G.A. § 15-11-381**, is considered truant. Possible consequences may also include disposition for unruly children per **O.C.G.A. § 15-11-67**.

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Georgia law requires that after any student accrues five (5) days of unexcused absences in a given school year, the parent, guardian, or other person with control or charge of that child shall be in violation of **O.C.G.A. § 20-2-690.1**, which states the following: Any parent, guardian, or other person residing in this state who has control or charge of a child or children and who violates this code section shall be guilty of a misdemeanor and upon conviction thereof, shall be subject to a fine of not less than \$25.00 and not greater than \$100.00, 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 District notifies the parent, guardian or other person with control or charge of a child with five unexcused days of absence from school shall constitute a separate offense. Schools shall notify parents when a student accumulates five (5) unexcused absences.

- 3a Truancy: Failure to attend school as required by the Georgia compulsory Attendance laws.
- 3b Skipping class or required activity: Failure to attend class or activity or tardiness without a valid excuse.
- 3c Leaving campus without permission: Leaving school grounds during the regularly scheduled school day without permission of a parent, school principal or designee.

Consequences:

- Level 1
- Referral to the Assistant Superintendent for other placement options
- Referral to the Clayton County Juvenile Court/Clayton County Collaborative Child Study Team (QUAD Cst) according to Clayton County Attendance Protocol

4. BULLYING OR CYBERBULLYING OFFENSES

Per **O.C.G.A. § 20-2-751.4**, bullying is any willful attempt or threat to inflict injury on another person when accompanied by an apparent present ability to do so; or any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or any intentional written, verbal or physical act, which a reasonable person would perceive as being intended to threaten, harass or intimidate that:

- 1) Causes another person substantial physical harm or visible bodily injury
- 2) Has the effect of substantially interfering with the victim's education
- 3) Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment
- 4) Has the effect of substantially disrupting the orderly operation of the school.

The term applies to acts which occur on school property, in school vehicles, at designated school bus stops, at school-related functions or activities, or by use of data or software 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 by electronic communication, whether or not such electronic act originated on school property or with school equipment if the electronic communication:

- 1) Is directed specifically at students or school personnel and
- 2) Is maliciously intended to threaten the safety of those specified or substantially disrupting the orderly operation of the school and
- 3) Creates a reasonable fear of harm to the student's or school personnel's person or property or has a high likelihood of succeeding in that purpose

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, photoelectronic or photo-optical system.

Consequences: Levels 1-4

Upon determination by the disciplinary hearing officer, panel, or tribunal of school officials a student in grades six through twelve commits an offense of bullying for the third time in a school year, such student shall be assigned to an alternative school.

5. BUS OFFENSES

The Clayton County Board of Education expects students to conduct themselves in an exemplary manner on the school bus or any transportation used to transport students to and from Clayton County Public Schools properties and extra-curricular, interscholastic or other school-related activities. Students shall follow all student behavior policies and regulations while on school-provided transportation including, but not limited to, the prohibitions of physical violence, bullying, assault, battery, disrespectful conduct, or other unruly behavior. In the event a student's bus privileges are suspended, it is the responsibility of the parent or the student to provide transportation to and from school and to and from extra-curricular and interscholastic activities. If a student is found to have engaged in battery, acts of physical violence, bullying or physical threats on the school bus, in addition to other consequences, the student's parent/guardian is required to meet with the principal/designee to execute a bus behavior contract or the student may be removed from receiving bus services.

Bus Rules

- a) All body parts shall always remain inside the bus
- b) Nothing thrown into, out of, inside, or at the bus
- c) Students shall not make unnecessary noise and always remain seated unless directed by the driver
- d) Students are required to remain quiet at all railroad crossings
- e) Emergency doors and windows are used only at the direction of the driver
- f) Students shall not board or disembark a bus at a bus stop other than that assigned to their residence without submitting a written request from a parent or guardian to the principal or designee for approval
- g) Students shall be prohibited from using any electronic devices during the operation of a school bus, including but not limited to cell phones; pagers; audible radios; tape or compact disc players without headphones; 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.

OCGA 20-2-751.5

Consequences: Levels 1-4 Depending on the severity of the incident, evidence, previous discipline history and prior interventions implemented.

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6. COMMUNICATION DEVICE OFFENSES (unauthorized possession and use)

The visible possession or use of communication devices is prohibited during school hours, within the school building, or on a school bus, except as permitted by school administration for instructional purposes. All devices must be "OFF" during the school day or while on school buses.

Consequences: Levels 1-4 Depending on the severity of the incident, evidence, previous discipline history and prior interventions implemented

7. CHRONIC DISCIPLINE OFFENSES

A chronic disciplinary problem student exhibits a pattern of behavioral characteristics that interfere with the learning process of classmates and is likely to recur after the student is identified as a chronic disciplinary problem student.

Consequences: Level 4 Depending on the criteria listed and the approval by Student Services, Office of Tribunals.

Required Documentation

1. The principal will notify the student's parent or guardian of the disciplinary problems by telephone, certified mail or statutory overnight delivery with return receipt requested and invite such parent or guardian to observe the student in a classroom setting.
2. At least one parent or guardian is invited to attend a conference to devise a disciplinary and behavioral correction plan. The principal or designee and the parent or guardian should attend the meeting. The principal may also invite other appropriate staff members if he/she feels it is advisable to do so.

If the parent or guardian fails to attend the conference, it is the responsibility of the school personnel attending to create a disciplinary and behavioral correction plan for the student and provide copies of that plan to both the parent and the student.

8. DISRESPECTFUL BEHAVIOR OFFENSES

- 8a. Insubordination: Failure to comply with reasonable directions or commands of authorized school personnel or designees
- 8b. Refusal to identify one's self: Refusal to identify one's self upon request of any school district employee or designee
- 8c. Dress code violation: Repeat violations of the school or district dress code
- 8d. Failure to attend detention or ISS: Failure to attend detention or In-School Suspension
- 8e. Verbal altercation: engagement in a oral dispute or hostile argument that are disruptive to the educational environment and/or school activities.
- 8f. Profanity directed toward school personnel / official /other person: use of any type of profane, vulgar, obscene, or ethnically offensive language (written or oral) or gestures toward school personnel or official
- 8g. Profanity directed toward a student: use of any type of profane, vulgar, obscene, or ethnically offensive language (written or oral) or gestures toward a student
- 8h. Inappropriate Display of Affection
- 8i. Possession or distribution of obscene or offensive materials: Possession, display, or distribution of profane, vulgar, pornographic, obscene, or ethnically offensive materials (includes communication via electronic devices)
- 8j. False reports or accusations: knowingly and willfully making reports or statements (written or verbal) falsely accusing others of wrong actions, falsifying school records, or forging signatures
- 8k. Falsifying, misrepresenting, omitting, or erroneously reporting information regarding instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student.

OCGA 20-2-751.5 (A) (17)

Consequences: Levels 1-4(8a, 8b, 8d, 8e, 8f, 8g, 8h, 8i, 8j, 8k) Depending on the severity of the incident, evidence, previous discipline history and prior interventions implemented. Level 1 (8c).

9. DISRUPTIVE BEHAVIOR OFFENSES

- 9a. On campus without permission: Students shall not be on campus of a school in which they are not enrolled or from which they are currently suspended or expelled.
- 9b. In restricted area without permission: Students may not occupy an unauthorized area of school property.
- 9c. Restricting use of school facilities or activities: Students shall not occupy or block (or attempt to occupy or block) the entrance/exit of any school building, gymnasium, school grounds, properties or part(s) thereof with the intent to deprive others of its use.

Consequences: Levels 1-3

10. DRUG OFFENSES

Illegal drugs include narcotics, hallucinogens, amphetamines, barbiturates, marijuana, stimulants, prescription medication (not prescribed to student) or any other substance listed under the Georgia Controlled Substances Act. Legal intoxication is not required for violation of this code.

Over-the-counter medications include (but are not limited to) nicotine replacement therapies, nicotine gum and candy, nicotine lozenges, nicotine patches, nicotine inhalers, nicotine nasal sprays and the like.

- 10a. Possession with intent to buy, sell or distribute illegal drugs: Possession with intent to buy, sell, or distribute illegal drugs or distribute a substance falsely identified as such, or that is believed by the purchaser and/or seller to be an illegal drug.
- 10b. Possession, use, or under the influence of illegal drugs: Possession, consumption, transmitting, storing, or under any degree of influence of illegal drugs.
- 10c. Possession of drug related paraphernalia: Possession, transportation, storage, buying, selling, or otherwise distributing any drug related paraphernalia.
- 10d. Under the influence of inhalants or other substances: Student shall not sniff or be under the influence of inhalants and/or other like substances
- 10e. Possession of over-the-counter medication (OTC): Possession of all over-the-counter medication (and prescription medication prescribed for the student that does not comply with school and District rules) while on school property. This includes possession with the attempt to buy, sell, or distribute.

Consequences: Levels 1-4 Depending on the evidence

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11. FALSE EMERGENCY OFFENSES

- 11a. False call to emergency services: knowingly make or cause a false call to emergency services.
- 11b. False fire alarms: knowingly cause a fire alarm to be activated under false pretenses.

Consequences: Levels 1-4 Depending on the severity of the incident, evidence, previous discipline history and prior interventions implemented

12. GAMBLING

Gambling: Participation in any type of gambling activity as defined by state law or that involves wagering or betting of services, money, or other items

Consequences: Levels 1-3

13. GANG RELATED OFFENSES

An identified gang which encourages, solicits, promotes, urges, counsels, furthers, advocates, condones, assists, causes, advises, procures, or abets any illegal or disruptive activity

- 13a. Identifying one's self as a gang member: identification as a gang member by display of tattoos, wearing or possessing gang related clothing, or paraphernalia, holding himself/herself as a gang member or the tagging or defacing of property with gang related symbols.
- 13b. Solicitation of gang members: Recruitment or solicitation of membership in any gang or gang related organization.
- 13c. Participation in other gang related activity

Consequences: Levels 1-4 Depending on the severity of the incident and evidence.

14. HARASSMENT OFFENSES

Harassment may be intentional, substantial, and unreasonable, verbal, physical or written contact/conduct that is initiated, maintained, or repeated. No student shall engage in harassment, intimidation or abuse of students or others based on actual or perceived race, creed, color, national origin, religion, sex, age, disability, sexual orientation, gender, gender identity, or a physical characteristic.

Consequences: Levels 1-4 Depending on the severity of the incident and evidence.

15. OFF CAMPUS OFFENSES

Any off-campus conduct:

- Punishable as a felony if committed by an adult AND
- Conduct which makes the student's continued presence at school either:

Potentially dangerous to persons or property at the school **OR**
Disruptive to the educational process.
(O.C.G.A. 20.2.751)

Consequences: Level 4 Depending on the criteria listed above and the approval by Student Services, Office of Student Discipline

16. OTHER OFFENSES

Other Behaviors that are not specifically addressed in this code of conduct: Acts or participation in any activity that is illegal or subversive to the good order and discipline of the school.

Consequences: Levels 1-4 Depending on the severity of the incident, evidence, previous discipline history and prior interventions implemented.

17. PARTIES TO AN OFFENSE

Party to an offense: Behavior to encourage, counsel, promote, assist, cause, advise, procure, or abet any student(s) to violate any section of this code of conduct. This behavior includes inciting others to physical violence.

Consequences: Levels 1-4 Depending on the severity of the incident, evidence, previous discipline history, and prior interventions implemented

18. PHYSICAL OFFENSES

18a. Possession or Use of Harmful Substance: possession or use of any device, chemical, irritant, or substance in a manner inconsistent with its intended or prescribed use or in a manner designed to cause harm, shock, physical irritation, or allergic reaction

18b. Horseplay/Wrestling: engagement in rough or boisterous activities

18c. Fighting: Fighting is defined as physical confrontation between two or more students that involves mutual participation.

18d. Battery of a Student or other Person who is not a school employee: Battery is defined as making intentional physical contact or behaving in such a way as to cause physical injury to another person.

Consequences: Levels 1-4 (for items 18a, 18b, 18c and 18d) Depending on the severity of the incident, evidence, previous discipline history and prior interventions implemented

18e. Battery of School Personnel: Physical contact by a student upon any school employee. In accordance with O.C.G.A. 20-2-753., local boards of education shall appoint a disciplinary hearing officer, panel, or tribunal of school officials to hold a disciplinary hearing following any instance of an alleged assault or battery by a student upon any teacher or other school official or employee if such teacher or other school official or employee so requests.

18f. Physical violence against School Personnel without harm: in accordance with O.C.G.A. 20-2-751.6., any student alleged to have committed an act of physical violence (defined as intentionally making physical contact of an insulting or provoking nature with school personnel) shall be suspended pending the hearing by the disciplinary hearing officer, panel, or tribunal. If found guilty, include a recommendation as to whether a student may return to public school and, if return is recommended, the time for the student's return to public school.

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18g. Physical violence against School Personnel which causes harm: in accordance with O.C.G.A. 20-2-751.6., any student alleged to have committed an act of physical violence which causes harm (defined as intentionally making physical contact which causes physical harm to school personnel, unless such physical contacts or harm was in defense of himself/herself) shall be suspended pending the hearing by the disciplinary hearing officer, panel, or tribunal. If found guilty, the student is expelled from the public-school system. The expulsion shall be for the remainder of the student's eligibility to attend public school pursuant to O.C.G.A. § 20-2-150, however:

- The local school board at its discretion may permit the student to attend an alternative education program for the period of the student's expulsion.
- If the student who commits an act of physical violence is in kindergarten through grade eight, then the local school board at its discretion and on the recommendation of the disciplinary hearing officer, panel, or tribunal may permit such a student to reenroll in the regular public-school program for grades nine through twelve.
- If the local school board does not operate an alternative education program for students in kindergarten through grade six, the local school board at its discretion may permit a student in kindergarten through grade six who has committed an act of physical violence to reenroll in the public-school system.
- In addition, a referral to Juvenile court will be made by the appropriate School Social Worker.

Consequences: Levels 3 and 4 (for items 18e, 18f, and 18g).

19. PROPERTY RELATED OFFENSES (OCGA 20-2-751.5)

19a. Destruction / Vandalism / Theft to Private Property: Acts or attempts to mark, deface, damage, vandalize, or steal private property (including setting or attempting to set fire to property).

19b. Destruction / Vandalism / Theft to School Property: Acts or attempts to mark, deface, damage, vandalize, or steal school property (including setting or attempting to set a fire to property)

19c. Possession of Stolen Property: Possession of stolen, private or school property on school grounds.

Consequences: Levels 1-4 Depending on the severity of the incident, evidence, previous discipline history and prior interventions implemented.

20. SCHOOL DISRUPTION

20a. Minor Localized Disruption: An act or acts that cause disorder in a localized area such as hallway, restroom, classroom. Behavior that interrupts any school activity or function.

Consequences: Levels 1-3.

20b. Major School Disruption: Acts that cause substantial disruption of learning opportunities or reckless conduct that threatens the safety of others (includes: school evacuations, lock-downs, riots, sit-downs, picketing, and disruptions that cause interruptions in the school's function).

Consequences: Levels 1-4 Depending on the severity of the incident, evidence, previous discipline history and prior interventions implemented

21. SEXUAL OFFENSES

21a. Consensual participation in any form of Sexual Activity.

21b. Sexting: The sending and/or receiving of sexually explicit messages or pictures.

21c. Indecent exposure: Behavior that includes exposing one's intimate body parts (as defined in this section) in public.

21d. Sexual Harassment: Verbal, written, visual or physical conduct of a sexual nature. Behavior which includes, but is not limited to, unwelcome sexual advances or gestures; requests for sexual favors; sexually offensive slurs; electronic messages such as email or text messages; sexually offensive drawings or poster directed towards another person whether there is a pattern of harassing behavior or a single significant incident.

21e. Sexual Battery: Sexual battery is defined as a student intentionally making physical contact with the intimate parts of the body of another person without the consent of that person. "Intimate parts" means the primary genital area, anus, groin, inner thighs, or buttocks of a male or female and the breasts of a female (O.C.G.A. 16-6-22.1).

21f. Sexual Molestation: Sexual Molestation is defined as any immoral or indecent act to or in the presence of another person, without that person's consent, with the intent to arouse or satisfy the sexual desires of either the student or the other person. This includes forcing another person to make physical contact with the student's intimate body parts.

Consequences: Levels 1-4 Depending on the severity of the incident, evidence, previous discipline history, and prior interventions implemented.

22. TECHNOLOGY OFFENSES

22a. Unauthorized access or attempted access to school technology: Acts or attempts to purposely seek security problems to gain access to school technology resources.

2b. Altering or attempted altering of school technology: Acts or attempts to disrupt the school technology resources by destroying, altering, or otherwise modifying technology (including Hacking).

22c. Unauthorized soliciting using school technology: Acts or attempts to solicit business, advertise, or engage in any other selling activities in support of non-school related fund-raising or private business enterprises.

22d. Compromising of school technology: Acts or attempts to engage in any activity that monopolizes, wastes, or compromises school technology resources.

22e. Copying of programs, software, or other technology: Copying of computer programs, software, or other technology provided by the School District for personal use (includes downloading unauthorized files).

22f. Inappropriate display of material using school technology: Use of school technology resources to distribute or display material that does not serve an instructional or educational purpose or is profane, vulgar, lewd, obscene, offensive, indecent, sexually explicit, pornographic, threatening; advocates illegal, dangerous or violent acts; is knowingly false, reckless, or defamatory to others; is otherwise harmful to minors as defined by the Children's Internet Protection Act.

Consequences: Levels 1-4 Depending on the severity of the incident, evidence, previous discipline history, and prior interventions implemented.

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23. THREATENING BEHAVIOR OFFENSES (ASSAULT)

A Threat Assessment is required for all instances of threatening behavior

23a. Terroristic Threat: Communication (verbal or written) of a serious expression to harm or use violence against a group of individuals and/or school property.

23b-1. Verbal Assault/Threatening Another Student or Non- school employee: Communication of a verbal, written, or gesture intended to place a student or other person in fear of bodily harm.

23b-2. Physically Threatening Another Student or Non-school employee: Behavior (or attempt) to commit physical harm or injury to the person of another; a physical act which places another in reasonable apprehension of immediately receiving a physical injury; or behavior which could reasonably cause physical injury to any person.

23c-1. Verbal Assault/Threatening School Personnel or School official: Communication of a verbal, written, or gesture intended to place any school employee or school official in fear of bodily harm. In accordance with O.C.G.A. § 20-2-753, local boards of education shall appoint a disciplinary hearing officer, panel, or tribunal of school officials to hold a disciplinary hearing following any instance of an alleged assault or battery by a student upon any teacher or other school official or employee if such teacher or other school official or employee so requests.

23c-2. Physically Threatening School Personnel or School official: Behavior (or attempt) to commit physical harm or injury to any school employee or school official; an act which places another in reasonable apprehension of immediately receiving a physical injury or behavior which could reasonably cause physical injury to any person. In accordance with O.C.G.A. § 20-2-753, local boards of education shall appoint a disciplinary hearing officer, panel, or tribunal of school officials to hold a disciplinary hearing following any instance of an alleged assault or battery by a student upon any teacher or other school official or employee if such teacher or other school official or employee so requests.

Consequences: Levels 1-4 Depending on the severity of the incident, evidence, previous discipline history, and prior interventions implemented.

24. TOBACCO OFFENSES

Possession of tobacco, tobacco related products, or tobacco related substitutes: Possession, use, or distribution of tobacco, tobacco products, or tobacco substitutes (includes hookahs, electronic cigarettes, or look-alikes).

Consequences: Levels 1-3

25. WEAPONS / FIREARMS / HAZARDOUS OBJECTS

A student shall not possess, handle, transmit, or cause to be transmitted, use or threaten to use; sell, attempt to sell, or conspire to sell a weapon, either concealed, or open to view, while on school property. All weapons shall be confiscated and given to law enforcement agencies as appropriate. The disposition of confiscated weapons shall be determined by the Superintendent or his/her designated school official, in conjunction with law enforcement.

25a. Possession of a dangerous weapon or firearm (loaded or unloaded):

Firearm includes a handgun, rifle, shotgun, or other weapon that will or can be converted to expel a projectile by the action of an explosive or electrical charge.

Dangerous weapon means any weapon commonly known as a rocket launcher, bazooka, or recoilless rifle, which fires explosive or non-explosive rockets designed to injure or kill personnel or destroy heavy armor, or similar weapon used for such purposes.

This term shall also mean a weapon commonly known as a mortar, which fires high explosives from a metallic cylinder and which is commonly used by the armed forces as an antipersonnel weapon or similar weapon used for such purposes. This term shall also mean a weapon commonly known as a hand-grenade or other similar weapon that is designed to explode and injure personnel.

Consequences: Levels 3 and 4.

In accordance with O.C.G.A. § 20-2-751.1., Consequences require 10 day out-of-School Suspension and a request for Tribunal (with a recommendation of expulsion for a minimum of one calendar year). The local board of education, superintendent, administrator, hearing officer, tribunal, or panel has the authority to modify the expulsion requirements on a case-by case basis. *The hearing officer, tribunal, panel, superintendent or board of education shall be authorized to place a student determined to have brought a weapon to school in an alternative educational setting.

25b. Possession of a Hazardous object, pellet, BB gun, antique firearm or other felony weapon: Hazardous object means 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 (made from metal, thermoplastic, wood or similar material), blackjack, any bat, club, or other bludgeon-type weapon, any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely (also known as nun-chukka, nun-chuck, nun-chaku, shuriken or fighting chain) or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled (also known as a throwing star, oriental dart, or any instrument of the like kind) any nonlethal air gun, and any stun gun or taser. *The hearing officer, tribunal, panel, superintendent or board of education is authorized to place a student determined to have brought a weapon to school in an alternative educational setting.

Consequences: Levels 1-4 Depending on the severity of the incident, evidence, previous discipline history and prior interventions implemented.

25c. Possession of a non-felony weapon or look-a-like weapon: Any knife or instrument having a blade of less than two inches, any look-a-like firearm, mace, pepper gas or like substances (mere possession of pepper gas or like substance is not a violation of this code of conduct unless the administration determined the student brought it to school with intent to harm another) any firearm muffler, silencer, chains, ice picks, plastic disposable razor, sling shot, any tool or instrument which can be reasonably used as a weapon.

Consequences: Levels 1-3

25d. Possession of a dangerous instrument: Any item that is thrown, used as a projectile, or used to penetrate or cause bruises/contusions to skin or other body parts of a person (i.e. pencil, chair, stapler).

Consequences: Levels 1-3

25e. Possession of explosives and ammunition: This includes smoke bombs, fireworks, bullets, and other similar items. This does not include firecrackers.

Consequences: Levels 1-3 Depending on the severity of the incident, evidence, previous discipline history, and prior interventions implemented.

25f. Possession of and/or lighting matches, firecrackers, poppers, or cigarette lighters.

Consequences: Levels 1-2

25g. Possession and/or use of instruments such as syringes and needles.

Consequences: Levels 1-3

STUDENT DISCIPLINE

DISCIPLINE

- Clayton County Public Schools is authorized by Georgia law to utilize a disciplinary hearing officer or a tribunal panel of school officials to hear any case alleging an assault, battery, or act of physical violence against a teacher, school bus driver, other school officials, or school employee. Except in a finding of self-defense, punishment, as provided by Georgia law shall include:
 - (1) expulsion for the remainder of the student's eligibility to attend public school for any intentional physical act which causes physical harm to an employee
 - (2) expulsion, long-term suspension or short-term suspension for intentionally making physical contact of an insulting or provoking nature with a school employee
(O.C.G.A. § 20-2-751.6). This offense also requires mandatory notification to law enforcement.
- Bullying is prohibited by the Clayton County Board of Education and by Georgia law. In accordance with Georgia law, O.C.G.A. § 20-2-751.4 (2), upon a determination by the Disciplinary Tribunal that a student in grades 6-12 committed the offense of bullying for the third time in a school year, such student shall be assigned to the alternative education program.
- A meeting of the parent/guardian and appropriate school official(s) is held to develop a school bus behavior contract when determined a student engaged in bullying or is found to have engaged in physical assault or battery of another person on the school bus (O.C.G.A. § 20-2-751.5).
- According to O.C.G.A. § 20-2-1180, it is illegal for any person to remain on the premises or within the school safety zone without a legitimate reason. It is illegal, according to O.C.G.A. § 20-2-1182, for any parent, guardian, or person other than a student at the school if reminded that minor children are present, to continue to insult or abuse any public-school teacher, administrator or public-school bus driver in the presence and within audible range of a student while on school grounds.
- Students are to notify an administrator or staff member when illegal items are found in the school building or on the school campus. Students are advised not to pick up or handle illegal items.
- The District will afford due process as required by state and federal law to all students and individuals including appropriate hearings, reviews, and begins at the school level.
- School safety zone as defined by O.C.G.A. 16-11-127.1, includes any real property or building owned or leased by any public or private elementary school, secondary school, or local board of education and used for elementary or secondary education.
- In accordance with Clayton County Board of education Policy GAN and JCD, the use of tobacco in any form is prohibited anywhere on school property or at school events. Students in violation of this policy are subject to disciplinary action.

SAFETY OF STUDENTS – BULLYING/CYBERBULLYING

Clayton County Public Schools believes that all students have the right to a safe and healthy school environment. All schools within the District have must promote mutual respect, tolerance, and acceptance among students, staffing volunteers, and visitors. Behavior that infringes on or negatively affects the safety of students will not be tolerated. No student shall be bullied, harassed, or intimidated by another student through words or actions.

Bullying and cyberbullying, as defined in Georgia law O.C.G.A. § 20-2-751.4, of a student by another student is strictly prohibited. Such prohibition is included in the Student Code of Conduct for all schools within the school system.

Bullying is defined as follows:

- (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
- (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
 - (d) Has the effect of substantially disrupting the orderly operation of the school

For purposes of this definition, 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, photoelectronic or photo-optical system.

The term also applies to acts of cyberbullying which occur by electronic communication, whether or not such electronic act originated on school property or with school equipment if the electronic communication:

- (1) is explicitly directed at students or school personnel;;
- (2) is maliciously intended to threaten the safety of those specified or substantially disrupting the orderly operation of the school
AND
- (3) creates a reasonable fear of harm to the student's or school personnel's person or property or has a high likelihood of succeeding in that purpose.

Reporting Bullying and/or Harassment:

1. Students, parents, staff, volunteers, and visitors who suspect a student is bullying and/or harassing others should report the incident to the teacher, school administrator, or the school counselor immediately.
2. The reported incident of Bullying or Harassment is documented by school personnel on the first part of the "Harassment & Bullying Allegation Information" form and submitted to an administrator. This form is housed in Infinite Campus (IC).
3. The administrator completes the second part of the "Harassment & Bullying Allegation Information" form and notifies parents of both the alleged perpetrator and victim of the alleged incident using the "Bullying Parent Notification Letter."
4. The administrator must complete an investigation of the alleged harassment/bullying within ten school days from the date the alleged incident was reported to determine whether the bullying and/or harassment was founded or unfounded.
5. The administrator will notify parents of both the perpetrator and the victim of the outcomes of the investigation using the "Bullying Parent Outcome Letter."

According to CCPS Administrative Rule JCDAG-R1, if a school's investigation reveals that bullying created a hostile environment for students receiving services under Section 504 and/or Title II and was based on the student's disability, race, color, national origin, sex, religion or sexual orientation (the conduct was sufficiently serious to interfere with or limit a student's ability to participate in or benefit from services, activities, or opportunities offered by a school), the school must take prompt and effective steps reasonably calculated to end the bullying, eliminate the hostile environment, prevent it from recurring, and remedy its effects.

For the student with a disability and receiving Individuals with Disability Education Act Free Appropriate Public Education (IDEA FAPE) services or Section 504 FAPE services, a school's investigation will determine whether that student's receipt of appropriate services was affected by the bullying.

ATTENDANCE

ABSENCES

As per the State's Every Child Success Act (ESSA), student attendance (ES, MS, HS) is measured by the percentage of all students absent less than 10% of days enrolled. Research supports that students who miss school are at risk for falling behind. Balfanz and Byrnes (2012) found that attendance strongly affects achievement and graduation rates. Chang & Romero (2008) recommend a definition of chronic absence of 10% or more - excused or unexcused - of the school year. They found this definition did a better job identifying the individual students with a pattern of chronic absence than the more common calculation of identifying students with a set number of days absent, without considering total days enrolled. Because this indicator measures chronic absenteeism, as opposed to average daily attendance, it is valid, reliable, and can meaningfully differentiate among schools.

Clayton County Public Schools is committed to working cooperatively with parents and students to improve daily and on-time attendance. For a student to be marked present for a full school day, a student must attend for one half or more of the school day. The student is marked absent if the requirements for a full school day are not met. According to the Georgia State Board of Education Rule 160-5-1-.10 (JB), "Local boards of education shall adopt policies and procedures excusing students under the following circumstances as a minimum."

Absences will be coded in accordance with Georgia Department of Education guidelines. Georgia State Board of Education delineates excused absences for the following reasons:

- Personal illness or attendance in school endangers a student's health or the health of others
- A serious illness or death in student's immediate family necessitating absence from school
- A court order or an order by a governmental agency including pre-induction physical examination for service in the armed-forces mandating absence from school
- Observation of religious holidays, necessitating absence from school
- Serving as a page for the Georgia General Assembly (Students will be marked present.)
- Local boards of education may allow a period not to exceed one day for registering to vote or voting in a public election
- Conditions rendering attendance impossible or hazardous to student health or safety
- Up to five school days when a parent is called to duty or on leave from a combat zone or a combat support posting
- Students in foster care who attend court proceedings related to their foster care (Students will be marked present.)
- Up to two days per school year for a student who successfully participates in the Student Teen Election Participant program and college visits (Students will be marked present.)

Students are not permitted to leave school without parental permission. Students shall not encourage, urge or counsel other students to violate this rule.

ABSENCES/AFTER-SCHOOL ACTIVITIES

As a rule, students absent from school are not allowed to participate in after-school activities, such as athletic contests and club meetings. On rare occasions, there are extenuating circumstances in which a teacher or parent/guardian may appeal to the principal to make an exception to the rule. The final decision in each case is left to the discretion of the principal.

ABSENCE NOTIFICATION

Parents/guardians are required to notify the school by phone when their child is absent. The absence is recorded as excused with a written notification from parent/guardian explaining the reasons for the absence if received by designated school personnel within **three school days** of the student's return. A doctor's note is also accepted. Emails and text messages are not acceptable as the official notice. The absence must comply with the reasons listed in the ABSENCES section prior. The note must be signed and dated by parent/guardian. A doctor's note is required if there are excessive absences, which is three (3) or more consecutive days. If a parent/guardian has provided 10 or more days of written excuses, a doctor's note is required for subsequent absences. This level of absences sets in place a set of procedures that address the reasons for the student's absences which may ultimately impact the student's academic achievement.

The school staff makes a conscious effort to notify parents when their child is absent from school. However, this is not possible if the school does not have updated phone numbers. If your child has an appointment, please check the student in as soon as possible to get the most benefit of the academic day. **Parents: If your phone number(s) and/or address changes during the school year, please notify the school immediately. Ensuring the school has up-to-date contact information is imperative for immediate contact in the event of an emergency.**

ATTENDANCE

- Students 10 years or older by September 1 shall sign a statement indicating receipt of the letter that states the possible consequences and penalties related to absenteeism.
- Under Georgia's Compulsory Attendance law (O.C.G.A. §§ 20-2-150, 20-2-690.1), every parent, guardian, or other person residing in the state of Georgia is required to enroll and send children in their care between the ages of 6 and 16 to a public, private, or home school unless the child is specifically exempt. Children should attend 180 days, unless lawfully excused, for the full session or sessions of the school which the child is enrolled. Children enrolled for 20 days or more in the public schools of Georgia before their seventh birthday are subject to the provisions of the Compulsory Attendance Law.

ATTENDANCE PROCEDURES FOR UNEXCUSED ABSENCES

In compliance with state law, the Chief Judge of the Superior Court has established a Student Attendance Protocol Committee in Clayton County to ensure coordination and cooperation among officials, agencies, and programs reducing the number of unexcused absences and increasing the percentage of students present to take state mandated tests. Three positions on the committee are held by school system employees: The Superintendent, a certificated school employee, and a certificated school social worker. One position is reserved for one local school board member. To meet the requirements of state law, Clayton County Public Schools collaborates with the Student Attendance Protocol Committee to develop attendance procedures implemented at each school. The following chart summarizes the responsibilities related to compulsory school attendance laws.

ATTENDANCE RESPONSIBILITIES

Absenteeism is an obstacle to student success. Clayton County Public Schools recognizes that significant improvement in attendance can only occur when stakeholders work collaboratively to promote student achievement. A part of that collaboration requires an understanding of responsibilities that the school, student, and parent are accountable for promoting daily and on-time attendance.

SCHOOL RESPONSIBILITIES		
<ul style="list-style-type: none"> • School personnel will call parents/guardians utilizing the phone numbers listed in the district’s student information system when a student is absent from school. • Teachers will input attendance at the middle and high schools every period, every day. • Schools will keep on file telephone numbers where parents/guardians can be reached. Parents/guardians are asked to furnish the school with an alternate person if the school is unable to reach them. 		

TARDINESS

A student is late when he/she arrives at school after the morning bell or arrives to class after the bell has rung for the class to begin. An excused tardy includes the same reasons for an excused absence (see definition of excused absence).



Attendance Protocol Chart for Elementary, Middle and High School

By September 1 of each school year or 30 days after enrollment of student (Students under 16 years of age)	A parent notification is issued, explaining attendance expectation and possible penalties/consequences of unexcused absences. The form requires signature of parent/guardian and student (ages 10 and up) by September 1 of each school year.
Five (5) Excused and Unexcused Absences	A notification is sent to parent(s)/guardian(s) indicating the importance of school attendance. The Principal's designated attendance personnel and the school social worker will collaborate weekly to review data. <u>School base personnel</u> will ensure that notifications are generated and processed according to procedures. 5 Day Letter Generated School level Intervention Student Attendance Committee (SAC) meetings. The purpose of the meetings is to identify and implement strategies to deter continued absenteeism.
Ten (10) or more Unexcused Absences	Principal's designated attendance personnel will send a notification letter reminding parent(s)/guardian(s) of possible impact of excessive absenteeism. The High Performance Risk Reduction Standing Order is issued. Referral to School Social Worker Parent Contact (School Social Worker)
11-15 Unexcused Absences	A referral to Clayton County Child Student Team (Quad CST) may be initiated by the School Social Worker
17 or more days	The school system shall refer the student and family to the Clayton County Juvenile Court if parent(s)/guardian(s) are noncompliant with attendance interventions or attendance does not improve after the student has accumulated ten unexcused absences according to O.C.G.A. §15-11-381. A child who attains 17 unexcused absences or fails to cooperate in accordance with the standing order issued shall have a Child In Need of Services (CHINS) petition filed. If the conduct is solely the responsibility of the parent a protective order may be sought rather than the filing of a CHINS petition. Continued chronic absenteeism could result in retention or course failure.

COMPULSORY SCHOOL ATTENDANCE

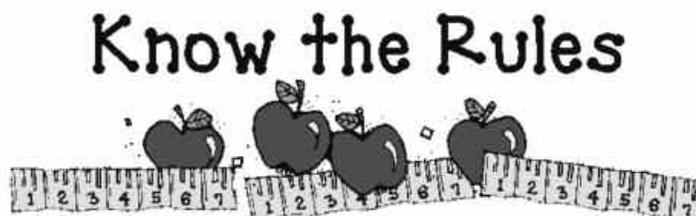
State law requires that every child who has celebrated his/her sixth birthday but not yet celebrated his/her 16th birthday must enroll in school **O.C.G.A. § 20-2-690.1 (a)**. Per **O.C.G.A. § 20-2-150 (c)**, all children enrolled for 20 days or more before their seventh birthday are subject to the Code Sections § 20-2-690 through § 20-2-702 and the rules and regulations of the Georgia State Board of Education relating to compulsory school attendance.

A parent/guardian or other person residing in the State of Georgia who has control or charge of a student who is enrolled in public school is responsible for ensuring that the student attends school, under **O.C.G.A. § 20-2-690.1 (b)**. 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 not less than \$25.00 and not greater than \$100.00, imprisonment not to exceed 30 days, community services, 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. **O.C.G.A. § 20-2-690.1(b)** also states that it is the responsibility of the student or parent/guardian to see that the student maintains regular attendance for a full session of school in accordance with the law.

Truancy/Truant: refers to any child subject to compulsory attendance who during the school calendar year has missed more than ten days of school due to unexcused absences according to **O.C.G.A. § 15-11-381**. School days missed because of an out of school suspension shall not count as unexcused days for determining student truancy

Any student shall have the right to request and receive, within three business days from the date of such request, a letter from his or her school administrator indicating that the student is enrolled full-time and has an attendance record in good standing for the current academic year.

Too many absences - excused or unexcused- can keep students from succeeding in school and in life. How many are too many? 10% of the school year - that's 18 misses days or 2 days a month - can knock students off track.



DRESS AND GROOMING

A safe learning environment is the first requirement of a good school. Young people who are safe and secure, are better able to learn and better able to display the essentials of good citizenship; thus, they become better students. In response to increasing educational demands of our students, many parents, teachers, and school officials have come to see uniform dress as one positive and creative way to increase student achievement and increase school safety. The adoption of the Uniform Dress Code can promote school safety, improve discipline, and enhance the learning environment. The potential benefits of uniform dress include:

- Helping parents and students resist peer pressure
- Helping students concentrate on their school work
- Helping school officials recognize intruders within a school

As a result, the district will implement uniform dress for students according to Board Policy JCDB-R (1). This initiative has proven successful for elementary, middle and high school students. The following information on uniform dress is provided to assist parents and students with shopping choices for the school year.

ELEMENTARY UNIFORM DRESS CODE

TOPS OR SHIRTS

- Tops should have either a polo style collar or a button down collar
- Colors for tops may be school colors or neutral - white
- Shirts should cover the waistline
- Shirts longer than (3) three inches below the waistline should be tucked inside pants, shorts, or skirts

PANTS/SHORTS/SKIRTS

- Bottoms should be khaki style or dress pants in colors khaki, blue, or black
- Dresses, skirts, shorts, and skorts, including slits, must not be shorter than three (3) inches above the bend of the knee; and skinny pants, tights, leggings, jeggings that substitute as pants are not acceptable

OTHER ITEMS

- Belts are required with no sagging of pants
- Jeans are not included in uniform dress
- Flip-Flops, shower shoes, skate shoes and house slippers are not permitted
- No headgear of any kind is allowed

MIDDLE AND HIGH SCHOOL UNIFORM DRESS CODE

TOPS OR SHIRTS

- Tops will have either a polo style collar or a button down collar
- Colors for tops will be school colors or white
- Shirts must cover the waistline
- Shirts longer than three inches below the waistline will be tucked inside pants, shorts, or skirts

PANTS/SHORTS/SKIRTS

- Bottoms will be khaki (tan) style or dress pants in colors khaki, navy blue, or black. (Not jean style or jean material)
- Dresses, skirts, shorts, and skorts, including slits, must not be shorter than three (3) inches above the bend of the knee
- Skinny pants, tights, leggings, jeggings that substitute as pants are not acceptable

ALL STUDENTS

- Belts are required with no sagging of pants
- Jeans are not included in uniform dress
- Flip-Flops, shower shoes, skate shoes and house slippers are not permitted
- Pajama/Loungewear bottoms and tops are not allowed
- No headgear of any kind. This includes hair rollers, scarves, skullcaps, doo rags, wraps, and hair bonnets (Exceptions will be considered in the case of headwear or scarves worn as a part of a student's religious practice or documented medical reasons)
- No hats are to be worn by any student in the building at any time. (No baseball caps during school hours and on campus)

DESIGN, EMBLEM OR LETTERING

- Any design, emblem or lettering which refers to or promotes drugs, alcohol, profanity, immodesty or racial, ethnic or sexual discrimination is not allowed
- No graphic, pictures, or writing on clothing shall be permitted except as part of an insignia
- No larger than 4 inches by 4 inches.

ALL STUDENTS- DRESS AND GROOMING

GENERAL RULES AND REGULATIONS

The following applies to uniform dress:

Any pullover garment that is worn all day (sweater, sweater vest, and sweatshirt)

- Must have a collar OR be worn with a collared uniform shirt or official school t-shirt underneath
- Must be solid white or the school's additional solid shirt color
- Must not have any colored trim, stripes, decorations, etc. (small logos are acceptable)

Appropriate Sizes: Students shall wear clothing of appropriate size. Parents are expected to buy proper sized clothing. The size of shirts and pants shall be appropriate to the student's body size and shall not be unduly oversized or undersized. Skinny pants, tights, leggings, jeggings that substitute as pants are not acceptable. Tights and/or leggings, jeggings worn under a skirt that meets the length of dress rule or dress must conform to school uniform colors.

DRESS AND GROOMING

UNACCEPTABLE ATTIRE

Students are not allowed to wear clothing, jewelry (including body piercing jewelry and “grills”), buttons, haircuts, tattoos, or other attire or markings that are offensive, suggestive, disruptive, or indecent such as:

- Clothing associated with gangs.
- Clothing encouraging the use of tobacco, drugs, alcohol, or violence.
- Clothing associated with discrimination on the basis of age, color, handicap, national origin, sexual orientation, marital status, race, religion, or sex.
- Clothing exposing the upper chest cleavage, torso or buttocks or upper thighs such as see-through garments, mini-skirts or mini-dresses, halters, backless dresses, tube tops or tank tops without over shirts, spaghetti strap garments without over shirts, bare midriff outfits, or shirts tied at the midriff.
- Intentionally altered clothing or unbuttoned and ill-fitted garments are not acceptable.
- Ill-fitted garments include; but are not limited to, garments that are too small or too large are not allowed. Transparent, mesh, or see through clothing may not be worn. Skintight clothing is not allowed. Clothing must be completely buckled, belted, buttoned, or fastened.
- Cut or frayed clothing with holes or patched holes is not allowed.
- Skinny pants, tights, leggings, or jeggings that substitute as pants are not allowed.
- Clothing not properly fastened or with tears.
- Sleeveless shirts for boys are not allowed.
- No towels, washcloths, or handkerchiefs are to be carried to school or used at school with exception of physical education class.
- Clothing or outer garments traditionally designed as undergarments such as boxer shorts, bloomers, tights, hosiery, and sleepwear.
- Clothing or footwear that is construed by the principal or designee as hazardous or dangerous to the health of the students or others.
- Hats, headgear, or any head covering, except when approved by the principal

UNACCEPTABLE SHORTS

Athletic shorts including spandex-style “bicycle” shorts, cut-off jeans, frayed jeans or pants, cutoff sweat pants, short-shorts, running shorts, and see-through boxer-type shorts are not permitted.

VOCATIONAL-TECHNICAL CENTERS:

For safety and employment training purposes, students enrolled at the vocational-technical centers will wear the uniform of the program. If there is no uniform, the district rule shall apply.

BASIC STANDARDIZED CLOTHING:

The District uniform clothing for females in grade six through grade twelve shall consist of a long or short sleeved white collared shirt, such as polo, oxford, or dress shirt, and a navy blue, black, or khaki (tan) skirt, walking shorts, slacks, skorts, jumper, or similar clothing. A small logo is acceptable- solid colors only.

SCHOOL T-SHIRTS:

In addition to the shirts described above, each school may include in its uniform dress code the option of allowing students to wear a school-sponsored T-Shirt (which may have a crew neck rather than a collar) only on school days or during school events designated by the principal.

“DRESS UP” OR “PROFESSIONAL DRESS” DAYS:

School Principals have the discretion to allow students to “Dress Up” or wear “Professional Dress”: on designated days. Principals will provide advance notice of those days. Students not wishing to wear “Professional Dress” on those days must adhere to the UNIFORM DRESS CODE.

“DRESS DOWN” DAYS:

School Principals have the discretion to allow students to “Dress Down” on designated days. Dress Down days may be given as a reward based on school-wide behavior. Principals will provide advance notice to students and parents of those days. Students not wishing to “Dress Down” on those designated days must adhere to the UNIFORM DRESS CODE. Dress Down clothing must still be appropriate for school and aligned with the identified acceptable dress.

OUTER GARMENTS:

The Uniform Dress Code shall not prohibit students from wearing coats, jackets, sweaters, or other appropriate outer garments when necessary due to weather conditions or for other legitimate reasons and shall be the appropriate size for the student, shall not be overly baggy, not violate any other provisions of this protocol.

- Long overcoats or sweaters that might serve to conceal contraband shall be removed immediately upon arrival at the school or function.
- Students with disabilities may be granted a reasonable accommodation. Such requests shall be produced in writing and submitted to the principal for approval.

**The principal is authorized to grant exemptions to the standard dress code for religious reasons, handicapping conditions, or extraordinary circumstances. Students granted an exemption must dress in the appropriate manner approved by the principal.*

UNIFORM DRESS CODE PROCEDURES:

All students are expected to dress appropriately for school. Students and their parents have the primary responsibility for adherence to the Clayton County Board policies and procedures. Teachers and all other school personnel should reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. School personnel are responsible for maintaining proper and appropriate conditions conducive to learning.

1. Should the student arrive at school out of uniform, he/she will be expected to change into said uniform. Failure to do so shall be treated as insubordination.
2. Any student who refuses to do so shall be subject to discipline, including study hall and detention.
3. Students who violate the Uniform Dress Code will face disciplinary action involving one of the following:
 - Parent Contact (administrator or designee)
 - Verbal warning and dress code violation corrected
 - Violation will be logged into a uniform violation notebook
 - Modification of clothing
 - Student conference and dress code violation corrected
 - Additional disciplinary action at the discretion of the administrator including, but not limited to, referral to School Counselor and/or School Social Worker
 - Referral to a community-based resource education awareness class

CLAYTON COUNTY PUBLIC SCHOOLS

MAGNET PROGRAMS

Every student in a CCPS magnet program is required to meet specific academic and behavior guidelines. Upon entering the program, parents and students sign a commitment form acknowledging the following guidelines that must be maintained to remain in the program.

Please visit the Magnet Programs websites for acceptance criteria.

Elementary Schools

- *Kay R. Pace School of the Arts
- *Kilpatrick Elementary School Dual Language Magnet Program
- *Mount Zion Primary School Dual Language Magnet Program
- *Unidos Dual Language School

CONDUCT

- Adherence to the student Code of Conduct as outlined in the Clayton County Public Schools Parent/Student Handbook.
- Five (5) or more level 1 infraction referrals result in probation for the remainder of the school year.
- Level 2-4 infractions result in dismissal from the program.

A student is placed on probation if any of the above requirements are not met. Should a student violate any offense listed above while on probation for another offense, dismissal from the program will occur. If the student repeats the same offense for which he/she is placed on probation dismissal occurs based on the following:

- Five (5) unexcused absences or tardiness on 10 occasions following probation for attendance reasons
- One (1) discipline referral reported to the administrative staff following probation for conduct reasons

If there is another office referral for behavior or grade of NI or U for conduct on the progress report or report card, the student is dismissed from the program immediately and must return to his/her zoned school.

Please visit the Magnet Programs website for information regarding academic requirements.

Middle Schools

- *Elite Scholars Academy (Middle School)
- *M.D. Roberts Middle School Fine Arts Magnet Program
- *Morrow Middle School Dual Language Magnet Program *Rex Mill Middle School STEM Program

Conduct

- Abide by the Student Code of Conduct as outlined in the Clayton County Public Schools Parent/Student Handbook.
- Three (3) or more level 1 infraction referrals can result in probation for the remainder of the school year.
- Level 2-4 infractions can result in immediate dismissal from the program.

Attendance

Per CCPS's attendance policy, students are expected to attend school daily unless there is a specific excusable event or illness requiring their absence. Failure to meet the expectations listed below will result in probation for the remainder of the school year. The parent must provide an excuse for all subsequent tardiness to school or classes or absences per Georgia State Board Rule JB and O.C.G.A 160-5-1-10. A student's failure to meet attendance criteria results in dismissal from the program. It is imperative that students are present and on time to school each day. More than eight absences and/or tardies may result in removal from the program.

Should a student violate the magnet policies listed above, on official websites, or elsewhere while on probation for another offense, that student is dismissed from the program. If a student is dismissed from a magnet program during the school year, the student is withdrawn and returned to his/her home school of attendance.

Please visit the Magnet Programs website for information regarding academic requirements.

High Schools

- *Elite Scholars Academy (High School)
- *Jonesboro High School Political Leadership Magnet Program
- *Lovejoy High School Mathematics and Computer Science Magnet Program
- *M.E. Stilwell School of the Arts
- *Morrow High School Mathematics, Science, and Technology Magnet Program *Mundy's Mill High School Film Academy

Conduct

- Adherence to the Student Code of Conduct as outlined in the Clayton County Public Schools Parent/Student Handbook.
- Three (3) or more level 1 infraction referrals will result in probation for the remainder of the school year.
- Level 2-4 infractions will result in immediate dismissal from the program.

CLAYTON COUNTY PUBLIC SCHOOLS

MAGNET PROGRAMS

Attendance

Failure to meet the attendance expectations will result in the probation for the remainder of the school year. The parent or eligible student 18 years or older is required to provide an excuse for all subsequent tardies or absences per Georgia State Board Rule JB and O.C.G.A 160-5-1-10. Students who fail to meet this expectation are dismissed from the program.

Should a student violate any of the magnet policies listed above, on official school websites, or elsewhere while on probation for another offense, the student is dismissed from the program. If a student is dismissed from a during the academic year, the student is withdrawn and returned to his/her home school of attendance.

Please visit the Magnet Programs website for information regarding academic requirements and specific attendance requirements.

All Clayton County Public School Magnet Schools and Programs

Magnet probation is a period where students are identified as at risk of not completing the program. Students are closely monitored and provided additional support as needed. Once a student is placed on probation for any of the reasons above, the following procedures are followed:

- Administrator meets with the student to discuss program requirements and answer student questions (when school is in session).
- The student is provided a copy of the probationary letter, a copy of the letter is placed in the student's file, and the original letter is mailed to the parents.
- Administrator, counselor, and teachers will notify parent/guardian throughout the probationary period if there are identified concerns regarding the student's progress.
- The administrator will review the academic and attendance data on each student on probation to determine current standing at the end of the grading period. The parents notified of their child's status (cleared or dismissed).
- If a student is dismissed from the magnet program during the school year, the student is withdrawn and returned to his/her home school of attendance.

SUPPORT SERVICES FOR STUDENTS

Clayton County Public Schools provide a variety of resources that are available at every school within the district to help address student behavioral problems. The school discipline process includes appropriate consideration of support processes to help students resolve such problems. These resources include, but are not limited to, Student Support Teams (SST), school counselors, chronic disciplinary student plans, classroom management, and behavior management strategies.

The Circle of Support



A model of collaboration, cohesion, coherence and student advocacy

The Circle of Support (COS) consists of school, district, and community personnel collaborating to determine the reasons students experience academic and behavioral challenges. This team problem solves and provides evidence-based strategies targeted toward high performance guided by identified needs of students. The COS adheres to student advocacy by providing students facing obstacles and their parents/guardians support and resources for academic success.

The COS is comprised of teams from the Division of Support Services, Federal Programs, and the school. The district leadership serves as a model for the school-based team. The COS is driven by the district, individual school data, classroom, and referrals by staff, students and/or parents.

School Counselors & Student Self-Advocacy

The American School Counselors Association's (ASCA) Mindsets & Behaviors are centered on three domains – academic, career and social/emotional. These domains rely on students building foundations of self-determination and self-advocacy. Learn how you can transform this aspiration and potential into a reality. School Counselors:

- Help students develop their social/emotional competencies
- Enable students to demonstrate readiness to drive their own futures
- Provide opportunities to learn outside of traditional classroom settings
- Empower students' agency and ownership of their education

CHILDTEC

ChildTec is a Dropout Prevention Program within Clayton County Public Schools. The program is a collaborative effort between CCPS and the Department of Family and Children Services designed to prevent teen parents from dropping out of high school. ChildTec accomplishes this by providing childcare for the teen parent's infant or toddler during the school day. The ChildTec Dropout Prevention Program fosters a holistic developmental environment for infants and toddlers. Consequently, increased school attendance deters the teen parent from dropping out of high school. For more information, contact Guidance and Counseling in the Department of Student Services for more information, 770-473-2700.

DEPARTMENT OF EXCEPTIONAL STUDENTS

The Department of Exceptional Students (DES) provides services for students with disabilities and facilitate students' educational progression. The Individualized Education Program for students with disabilities specifies educational placement, programs, and supports for students along a continuum of services. The initial evaluation for special education services is administered only with parental consent. After the evaluation, committee members including parents/guardians, teachers, counselor, administrator, and school psychologist will determine the student's eligibility, and, if appropriate, placement in the system. The Individuals with Disabilities Education Act, 34 C.F.R. § 300 et seq. (IDEA), the federal law concerning the education of students with disabilities, requires schools to provide parents of a child with a disability with notice containing a full explanation of the procedural safeguards available under the IDEA and U.S. Department of Education regulations. A copy of this notice is given to parents only once each school year. However, an additional copy is given to the parents:

Upon initial referral or parent request for evaluation to determine if the student is a student with a disability

Upon receipt of the first written formal complaint involving the student's school system

Upon receipt of the first due process complaint involving the student's school system in a school year

When a decision is made to take a disciplinary action that constitutes a change of placement

Prior to accessing a student's or parent's public benefits or insurance for the first time

Upon parent request.

[34 C.F.R. § 300.504(a)]. A copy of the parental rights are available at <http://www.gadoe.org/Curriculum-Instructionand-Assessment/Special-Education-Services/Pages/Parent-Rights.aspx>

SUPPORT SERVICES FOR STUDENTS

GEORGIA SPECIAL NEEDS SCHOLARSHIP

The Georgia Special Needs Scholarship (GSNS) Program is a school choice program available for special needs students attending Georgia public schools served under an Individualized Education Program (IEP).

To qualify for the Georgia Special Needs Scholarship Program a student must meet **ALL** the following requirements; however, the one-year requirement does not apply if the student's parent is an active duty military service member stationed in Georgia within the previous year:

Student Eligibility Criteria 1- A student has a parent/guardian who currently lives in Georgia and has been a resident for at least one calendar year.

Student Eligibility Criteria 2- A student was enrolled and completed the previous school year in a Georgia public school in grades K-12

Student Eligibility Criteria 3- A student was reported in attendance a Georgia public school by a school district(s) during mandatory student counts conducted in October and March of the previous school year.

Student Eligibility Criteria 4 -A student does not require an Individualized Education Program (IEP) for the entire school year to qualify for the GSNS Program. A student must have received special education services at some point during the previous school year through an IEP. A student must be reported by a school district in the October or March student counts or final student record as a student receiving special education services by the end of the previous school year.

At the end of the academic year, school systems update records for students served by an IEP after the March count to determine the number of special education students. By mid-July, the database for the scholarship calculator is updated to include these students.

If a student meets the eligibility criteria for the GSNS Program, a parent/guardian has the right to request a transfer from a student's current public school to:

- Another public school within their district of residence
- Another public-school district outside their district of residence
- One of the three state schools for the blind or deaf
- A private school authorized to participate in the GSNS Program. Funds received through the GSNS Program are only used to pay for tuition and fees at a private school authorized by the State Board of Education to participate in the program.

Funds cannot be used to pay the costs of out of district tuition, charter schools, or other options available under public school choice.

For additional information, please go to the Georgia Department of Education's Special Needs Scholarship Program website at <https://www.gadoe.org/External-Affairs-and-Policy/Policy/Pages/Special-Needs-Scholarship-Program.aspx> or the Clayton County Student Services website.

CHILD FIND

Clayton County Public Schools regularly engages in activities to identify, evaluate, and provide support to children, ages 3-21, suspected of having disabilities. The district collaborates with Babies Can't Wait and shares Child Find information through advertisements to identify preschool children with disabilities requiring special education services. Students of school age, from kindergarten through 12th grade, are supported and identified for evaluation through the Student Support Team (SST). This team utilizes data collection, instructional interventions, and analysis of students' response to intervention. Clayton County students educated in private school or homeschool settings also benefit from child find provisions.

FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 entitles all students with an Individualized Education Program (IEP) or 504 Individual Accommodations Plan (IAP) a free appropriate public education. A free and appropriate education may include special education, related services, and accommodations that meet the following criteria: provided at the public expense, under public supervision and direction and without charge; services provided at preschool, elementary, and secondary levels; meet standards of State Education Agency and conform to the student's IEP or IAP. FAPE is provided for all eligible children 3 to 21. Special Education services continue until the student graduates with a regular high school diploma, or the student reaches his or her 22nd birthday if the student is still eligible for special education services. In the event, the 22nd birthday occurs during the regular school session, and all action steps in the transition plan are not complete, the student can remain in school for the remainder of the school year.

SCHOOL COUNSELING

The Clayton County Public Schools (CCPS) counselors adhere to the American School Counselor's Association's (ASCA) National Model for School Counseling. CCPS counselors' level develop Comprehensive Site-Based School Counseling Programs align with the district's mission and vision statements and their school's improvement plan. The programs promote active student engagement, academic achievement, social/emotional development, and post-secondary career focused options. The Comprehensive Site-Based School Counseling Programs are comprehensive in scope, standards-based, preventive in design, and developmental in nature.

CCPS counselors utilize state standards for School Counseling, the ASCA National Standard's for School Counseling, and ASCA's Mindsets & Behaviors for Student Success K-12 College and Career-Readiness Standards for Every Student. Additionally, CCPS counselors work in collaboration with administrators, teachers, students, parents and the community to establish a positive and supportive learning environment that fosters academic achievement and student success. By facilitating students ability to realize their academic potential, achieve optimal personal growth, acquire positive social skills, and establish post-secondary and career goals, school counselors are vital to students' growth toward positive and productive citizens in a world-class globally competitive economy.

HOMELESS CHILDREN AND YOUTH EDUCATION SERVICES

Clayton County Public Schools (CCPS) operates a program for homeless children and youth who are eligible for services under the McKinney-Vento Homeless Assistance Act. The program ensures the educational rights and protections for children and youth experiencing homelessness. It provides legal protections for children and youth to enroll, attend and succeed in school and preschool programs. In accordance with Board of Education Policy JBC (1) and Administrative Regulation JBC (1)-R (1), Clayton County Public Schools affords homeless children equal access to the same free, appropriate public education, including preschool education, as provided to other students. Homeless students have access to education and other services needed to meet the academic standards to which all students are held. For assistance, contact your school counselor and/or school social worker. For additional information regarding rights and accessibility for homeless children and youth, visit our website at www.clayton.k12.ga.us/departments/federal_programs/homeless_education_cit/ or contact the Homeless Education Department.

SUPPORT SERVICES FOR STUDENTS

HOSPITAL HOMEBOUND SERVICES

Hospital Homebound (HHB) services are designed to provide continuity of educational services between the school, home, or healthcare facility for students in CCPS whose medical conditions, either physical or psychiatric, prevent them from attending school for a minimum of ten consecutive or intermittent days during the school year. Eligibility for HB must be certified by the licensed physician or psychiatrist who is currently treating the student for the diagnosis presented. The student's guidance counselor is the first point of contact for HHB referrals and HHB forms. It is the responsibility of the parent/guardian to request HHB services as soon as possible. HHB services are temporary and are not intended to supplant regular school services. Copies of required HHB forms (Referral, Medical Certification, and Parental Guidelines) are also available at http://www.clayton.k12.ga.us/departments/student_services/hospital_homebound/.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) & RESPONSE TO INTERVENTION (RTI)

The Multi-Tiered Systems of Support (MTSS) framework supported by the Response to Intervention (RTI) process provides high-quality instruction and intervention matched to a student's need, monitors change in instruction and goals, and applies the child's response data to important educational decisions. MTSS framework is a preventive measure that addresses the needs of all students with targeted interventions while examining and improving instruction.

Clayton County Public Schools developed a Multi-Tiered Systems of Support for implementation at each school. This assists with identification of students who can benefit from additional support in academics, discipline, attendance, and delinquency. Students are identified using the following criteria:

- Three (3) days of unexcused absences
- Five (5) days of out of school suspension and/or two in school suspension referrals
- Failed two or more courses/classes in the previous year
- Previous truancy (10 or more unexcused absences)
- Delinquency causing factors: family problems, weak problem-solving skills, Department of Family and Children Services involvement or substance abuse problems.

PSYCHOLOGICAL SERVICES

Clayton County Public Schools Psychological Services Department is comprised of 24 school psychologists who are District level members of the Circle of Support. The school psychologists support the learning process by teaming with educators, parents and other mental health professionals to ensure every child learns in a safe, healthy, and supportive environment.

School psychologists in Clayton County are knowledgeable of instructional methods to address diversity in the classroom and promote critical thinking and problem solving in all students. School psychologists also conduct comprehensive psychological evaluations that are informative and offer practical, appropriate interventions relevant to the needs of the student. School psychologists also provide the following services:

- Support the Tier 3 Student Support Team (SST) and Section 504 Individual Accommodation Plan (IAP) team at every school.
- Support the implementation of Multi-Tiered Systems of Support for academics and behavior at all school sites.
- Coordinate and assist with crisis intervention services.
- Assist with conducting risk assessments for students who threaten to hurt themselves or others.
- Conduct training and assist with curriculum-based measurement as a progress monitoring tool for all students.
- Conduct functional behavioral assessments to assist in the development of behavior intervention plans for implementation through the Multi-Tiered Systems of Support for Behavior process.
- Provide group and individual counseling to students with academic and behavioral concerns.
- Provide professional learning activities on requested and mandated topics related to Multi-Tiered Systems of Support, Tier 3 Student Support Teams, and Section 504.
- Conduct teacher training on assessment tools to measure student progress.
- Support programs and initiatives sponsored by the Teaching and Learning Department

Psychological Services offers consultation, evaluation, and counseling services to all Clayton County Public Schools students in need of additional support. In addition, support services are also offered to school personnel and parents/guardians to assist with interventions used both at school and at home. A request to consult with the school psychologist can be made at the school or by calling the Psychological Services Department at 770-473-2700. Additional information is available <http://www.clayton.k12.ga.us/cms/One.aspx?portalId=54515&pageId=92129>

SECTION 504 SERVICES

Clayton County Public Schools (CCPS) ensures that individuals with disabilities associated with the district either as students, school staff, or parents, are not discriminated against because of a disability. The district abides by the requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, as well as the revisions in the Americans with Disabilities Act Amendments of 2008 (Amendments Act) effective January 1, 2009. Such amendments impacted the meaning of disability in Section 504.

The Multi-Tiered Systems of Support (MTSS) framework and the Response-To-Intervention (RTI) process, is the mechanism in Clayton County Public Schools for considering Section 504 eligibility. Data-based decisions concerning the student's progress and access to his/her education determine when to consider the appropriateness of a Section 504 referral. The Section 504 process is supported by the Psychological Services Department. However, for specific questions regarding Section 504 for students, contact the school-based 504 designees. The System 504 Contact may be reached at (770) 473-2700.

Notice of Rights of Students and Parents Under Section 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and assure that disabled students have educational opportunities and benefits equal to those provided to non disabled students.

504 Child Find Statement

Pursuant to Section 504 of the Rehabilitation Act of 1973, the District has a duty to identify, refer, evaluate and, if eligible, provide a free and appropriate public education to disabled students. For additional information about the rights of parents of eligible children or for answers to any questions about identification, evaluation, and placement into Section 504 programs, please contact the District's Section 504 Contact, Mrs. Cheri-Ann Taylor by phone at (770)473-2700 or by email at cheriann.taylor@clayton.k12.ga.us. The District 504 Office is located at 1058 Fifth Avenue, Jonesboro, Georgia 30236. Find additional information by visiting http://www.clayton.k12.ga.us/departments/student_services/psychological_services/section_504/.

SUPPORT SERVICES FOR STUDENTS

STUDENT SUPPORT TEAM (SST)

The RTI process encompasses four tiers of support in the State of Georgia. The Student Support Team process is located at tier three. The purpose of the Student Support Team (SST) is to identify and plan alternative instructional strategies for students experiencing academic, social or behavior problems. The Student Support Team is a committee consisting of the referring teacher and at least two other educators. The parents/guardians of the student are invited to attend SST meetings for their child.

The SST process provides problem-solving strategies and instructional support for teachers to increase student achievement. The SST process is supported by Psychological Services. However, specific questions concerning the Student Support Team process should be directed to the principal or his/her designee.

SCHOOL SOCIAL WORK SERVICES

School Social Work Services are available for students and parents/guardians. School social workers focus on identifying and removing the barriers to students' school success. School social workers provide assistance when a student is experiencing difficulty in attending school, obeying school rules, and/or achieving grade level standards. The School Social Work Department works in conjunction with other student support staff, school staff, and community-based organizations to identify needed resources that support academic success for students.

Through counseling, crisis intervention, and prevention programs, School Social Workers help students overcome the difficulties in their lives and provide them a greater chance at succeeding in school. School Social Workers are trained to think of innovative solutions to complex problems. Their interventions often make a difference for students at risk for academic failure.

A School Social Worker referral is initiated by school personnel, community agency, a student (self-referral), or other adults familiar with the student. Parents or guardians may request services at the school site or by calling School Social Work Department at (770) 473-2700.

COURT RELATED COLLABORATION

Clayton County Public Schools in collaboration with Clayton County Juvenile Court and other local agencies offer the following services:

- **CLAYTON COUNTY COLLABORATIVE CHILD STUDY TEAM (QUAD C ST):**
The Clayton County Collaborative Child Study Team serves as a single point of entry for children exhibiting behaviors that impede learning or do not promote prosocial conduct. A multidisciplinary team of agency representatives meets twice a month to assess the histories of treatment attempts and efforts to reduce the child's inappropriate behavior. Parents/Guardians of the children attend the meetings to provide pertinent historical information useful in developing the child's action plan.
- **FINDING ALTERNATIVES FOR SAFETY & TREATMENT (F.A.S.T. PANEL):**
The FAST Panel is a multidisciplinary team that meets at the Juvenile Court to staff the cases of all children detained within the previous 48 hours. This unique approach of assessing each child's "individual needs," before the child's first appearance in court, is identified as a national model of early intervention once a child is accused of a delinquent offense. Panel members interview parents/guardians of the children and explore issues that possibly led to the child's delinquent behavior. The panel then makes a recommendation to the Judicial Officer at the time of the hearing as to whether the child should return to detention pending a further hearing or if the child is released per set guidelines.
- **SCHOOL BASED PROBATION PROGRAM (SBPP):**
The School Based Probation Program was established to intervene with students on probation with Clayton County Juvenile Court. The goal of SBPP is to increase academic performance, reduce discipline referrals, and encourage student attendance to promote student success. The Juvenile Court Probation Officers, in conjunction with the School Social Workers, meet monthly to monitor the probationers' (students on probation) grades, attendance, and discipline. Juvenile Court Probation Officers are based at all high schools and assigned to feeder schools. The presence of the Juvenile Court Probation Officers along with the services offered by the School Social Workers address prevention and recidivism.

Ultimately, the collaboration between Clayton County Public Schools and Clayton County Juvenile Court prove to increase student achievement, deter youth from the school to prison pipeline, and accomplish the core message of keeping youth "in school, out of court, and on to a positive and healthy future."

School Health Program

The School Health Program is available to address health and safety needs of students and to provide services or interventions that promote student attendance and academic success. The program provides a healthcare technician at your child's school during regular school hours. A Supervising Healthcare Professional, a Registered Nurse, is available to the Healthcare Technician for consultation/supervision. Clayton County Public Schools follows O.C.G.A. § 20-2-779 regarding the care of students with diabetes. The School Health Program provides the services listed below:

- Evaluation of sudden illness while in school
- Basic First Aid
- Medication Administration (Medication Authorization required)
- Vision, Hearing and Scoliosis Screenings
- Health Education
- Referral for illness/injury not suitable for treatment in the school
- Asthma management (Individual Health Plan-Asthma and Medication Authorization required)
- Diabetic management/glucose monitoring (Individual Health Plan- Diabetes and Medication Authorization required)
- Seizure management (Individual Health Plan- Seizures and Medication Authorization required)
- Allergic Reaction management (Individual Health Plan-Allergic Reaction and Medication Authorization required)

School Health Program Form

A School Health Program Form must be completed and signed by the parent/guardian of each child. The healthcare technician/designee must have your permission and some important health information about your child. Parental consent is needed in case treatment must be sought from doctors, hospitals or outside health professionals.

Clayton County Public Schools assumes no financial responsibility for actions taken to preserve/protect the health and well-being of students. It is necessary for each student enrolled to have a current, completed School Health Form on file in the health clinic. If an emergency arises that requires treatment for a student, every effort will be made to contact the parent/guardian immediately. In the event of a life-threatening situation, 911 will be called. Parents are encouraged to update their student and parent information as soon as any information changes.

SUPPORT SERVICES FOR STUDENTS

Medication Authorization Form

The Healthcare Technician, Supervising Healthcare Professional or designated school personnel is only allowed to dispense medication with a completed Medication Authorization Form (prescribed medications) or Non-Medication Authorization Form (over-the-counter medications).

- Parents are responsible for transporting all medications.
- All medications shall be in a labeled container. Medication sent in an unlabeled container will not be given. NO BAGGIES.
- Prescription medication must be in the original pharmacy labeled container.
- Over-the-counter medication must be in the original sealed manufacturer's container. Student's name must be labeled on the package.
- Expired medication will not be administered. Expired medication must be picked up by the parent/guardian.
- All medications are stored in the clinic in a locked cabinet. Exceptions are asthma medications, epinephrine auto injectors (Epi-Pens), Diastat Acu-Dial (diazepam rectal gel) and diabetic medications, if authorized. Students allowed to carry medications in school are under the supervision of school personnel provided the student is authorized for self-administration by their physician.

Health and Safety Emergency/Illness

To provide a healthy and safe environment for students, parents/guardians are asked to follow the guidelines below:

- Students should not come to school with a fever of 100.4 degrees Fahrenheit or greater. The student should be fever free for 24 hours without the aid of fever reducing medication before returning to school.
- Parents should respond to an emergency notification in a timely manner. Otherwise, the school will contact the appropriate authority, which may include EMS, DFACS, the police, etc.
- School officials, such as the teacher, Healthcare Technician, Supervising Healthcare Professional or counselor, should be notified if a student has a chronic medical condition or disability that may require special care or emergency treatment.
- Parents/guardian are required to provide additional documentation (Individualized Health Plan) from a healthcare provider to verify the chronic medical condition and to provide special care instructions.

Medical Conditions Requiring Temporary Exclusion

There are some communicable/contagious diseases that require confirmation of and clearance documentation from your healthcare provider. A statement of examination from either the Clayton County Health Department or a private healthcare provider is required for the student to return to school.

- Conjunctivitis (Pink Eye) - Students are excluded during an active or acute stage. Students may return to school 24 hours after medication begins.
- Tinea Corporis/Capitis (Ringworm) - Students may attend school while undergoing treatment with lesion covered. Recommend exclusion from gymnasium activities, swimming pools and activities likely to lead to exposure of others until lesions are gone. For Tinea Capitis (Ringworm of the scalp), oral medication is necessary for treatment.
- Pediculosis (Head Lice) – Students are excluded from school until complete treatment. The parent must present a medicated shampoo/lotion box top or empty bottle with the receipt for verification of treatment. Chronic cases are referred to DFACS as appropriate. When a case of head lice is identified, head lice checks on students in the same classroom will be conducted as deemed appropriate by school health personnel.
- Scabies – Student can return to school 24 hours after adequate treatment begins.
- Scarlet Fever/Strep – Student may return to school 24 hours after adequate treatment begins and fever free without the aid of fever reducing medication.

Immunization Requirements for School

Georgia Law requires children to have a completed 3231 Immunization Certificate to attend school. Immunizations may be obtained at the Clayton County Health Department or your healthcare provider.

Children of Military Families and Out of State Immunizations

Schools shall give 30 days from the date of enrollment, or within such time as is reasonably determined under the rules promulgated by the Interstate Commission, for students to obtain any immunization required by the receiving state. For a series of immunizations, initial vaccinations must be obtained within 30 days or within such time as is reasonably determined under the rules promulgated by the Interstate Commission.

School-Based Health Center @ North Clayton High School

The School-Based Health Center (SBHC) provides on-site care for acute and chronic illness of school-aged children in the Riverdale Cluster. Arrangements exist between the school district and Family Health Centers of Georgia that promote the health and educational success of students. The SBHC staff will provide pediatric care for students while working in a collaborative relationship with the healthcare technician at the school sites and families to:

- Improve access to health care services
- Promote prevention and early intervention
- Establish a medical home and primary care physician
- Provide education to students and parents
- Provide behavioral health services

SCHOOL NUTRITION SERVICES

The Clayton County Public Schools Nutrition Program strives to offer nutritious meals to the students attending Clayton County Public Schools. Meals served in CCPS offer the required macro and micro nutrient standards set by the United States Department of Agriculture (USDA) for students of all grade levels. Food items meet high quality standards and are served by caring, committed staff members.

In the school year 2018-2019, students will receive breakfast, lunch and snack meals at no cost to them or their household. **Parents do not have to complete the annual free or reduced meal price application for their household during the four-year participation period.** The program started July 1, 2013 and ends June 30, 2019.

Adult Meals

Community Eligibility Provision (CEP) does not provide meals at no cost for adults; therefore, adults must pay for their breakfast and lunch meals under the 2018 2019 adult meal price scale.

Summer Meals

Breakfast and Lunch meals will be available at no cost to children 18 years and under across select sites in Clayton County during the months of June and July 2018. Locations include: Parks and recreation sites, summer school sites, and libraries. A comprehensive list of sites and meal service times is available on the nutrition services website.

SPECIAL DIETARY NEEDS

Accommodating Students with Disabilities and/or Special Dietary Needs:

1. Clayton County Public Schools will make accommodations for children who are unable to eat school meals because of a disability or special dietary needs. For modifications or substitutions to the school meals, the school's Healthcare Technician and Nutrition Manager **must** have a written **Medical Statement** on file that is signed by a licensed physician or licensed health care professional who is authorized to write medical prescriptions under State law.
2. The Physician's medical statement must identify the specific nutritional needs of the student. This includes listing all dairy, peanut, shellfish, or other types of food allergies. *Note there is a form available on the School Nutrition website under the Special Dietary needs info tab for students called the "Medical Plan of Care for School Nutrition Program (Students with Disabilities and Non-Disabling Special Dietary Needs)." Parents should have this form completed by the licensed physician or licensed health care professional who is authorized to write medical prescriptions under State law.
3. When using medical statements other than the, "Medical Plan of Care for School Nutrition Program Form," the following information must be present:
 - The child's name
 - The child's disability
 - An explanation of why the disability restricts the child's diet
 - The major life activity affected by the disability
 - The food(s) to be omitted from the child's diet
 - The food, or choice of foods, that must be provided as the substitute.
4. **Clayton County Public Schools does not have peanut or nut free schools.** Children have the option to bring meals from home, therefore meals may contain nuts or foods purchased from a facility that processes nuts.
5. Students with a non-disabling special dietary need for a fluid milk substitution are offered Lactose Free milk to replace the fluid milk option with breakfast, lunch, or snack meals.
6. To support the management of special dietary needs, the entire day's menu and the nutrient content of the foods are posted on the School Nutrition website. Access can be obtained via the Clayton County Public Schools website. We have partnered with Nutrislice to provide menus that are interactive. The Nutrislice application may be downloaded to handheld mobile devices such as the iPhone, Android cell phones, notebooks, and laptops. The application is also within the CCPS district app. All menus are designed to accommodate a variety of diets including vegetarian and non-pork consumers.

Responsibility of Parents with Students requiring Special Dietary Meals:

1. Notify the Healthcare Technician and Nutrition Manager of any food allergy, disability, or special dietary need regarding their child
2. Provide Medical Statement completed by a licensed physician or licensed healthcare professional who is authorized to write medical prescriptions under State law.
3. Participate in any meetings or discussions regarding the student's meal plan. Maintain a healthy line of communication with the Healthcare Technician, Nutrition Manager, Nutrition Department Program Coordinator, and others as needed
4. Notify the Healthcare Technician and Nutrition Manager of any changes relating to the special dietary need, or needs (a new Medical Statement is required if the diet changes)
5. Submit a new medical statement each year that a child requires special dietary meals or substitutions

For additional questions regarding the School Nutrition Program, call (678) 479-0171.

This institution is an equal opportunity provider.

TRANSPORTATION INFORMATION

BUS PROCEDURES FOR STUDENTS

- Report to the assigned bus stop at least five minutes before the regular pick-up time and remain at the stop until the bus arrives.
- Board the bus at the assigned stop.
- Stand 12 feet away from the road (shoulder) rather than the traveled part of the roadway while waiting for the bus.
- Do not engage in play or other activities that endanger students or others while waiting beside the road.
- Stay in place rather than walking alongside the bus as it moves.
- Wait to cross a street to board the bus until the bus has stopped and other vehicles approaching or following the bus have stopped. Wait for a signal from the driver indicating it is safe to cross; cross only in the front of the bus.
- Use the handrail when going up and down the steps.
- Remain seated until the bus comes to a complete stop.
- Exit the bus at the assigned stop in an orderly manner.
- Cross a street/road at approximately 12 feet from the front of the bus after the driver signals it is safe to do so.
- Have a written and notarized request from a parent to go home with another child or to get off at a different bus stop on a temporary basis for each request.
- Report any illness or injury sustained on or around the bus immediately to the driver.
- Stay in your seats. Students should always remain seated, facing the front of the bus.
- Students should sit on the seats instead of on books or bags.
- Keep all belongings in your hands or on your lap.
- Move to your seat quickly and remain there until the bus has completely stopped at your bus stop.
- Keep hands and feet in front of you rather than in the aisles.
- Cooperate with and follow the directions of the bus driver without argument.

Parents of Special Needs Students must:

- Complete and return all forms to the driver as soon as possible.
- Contact the child's school of any changes in your home address and/or home numbers.
- Make every effort to have the child ready five (5) minutes before pick-up time. If a child is not ready, the driver will wait two (2) minutes, then proceed.
- Make arrangements with a responsible person to meet the bus. If you are unavailable to receive your child, the driver will provide a form for you to list the name and telephone number of a responsible person to receive your child. The driver is not authorized to leave the child with anyone other than the person so designated or to deliver the child to any other address. A child who cannot be delivered on a given day will return to his or her school. If a school official cannot be reached, transportation will contact the Clayton County Public School Police, and the student may be placed in their custody.
- Notify your child's driver or the Transportation Department if your child is out of school for more than five (5) days or transportation is suspended until notification. If we are notified your child will be out of school or not use transportation for a period exceeding five (5) days, we can reinstate transportation more quickly.
- Put all medications in the original container or in a marked container in your child's book bag. Medications are not given to the driver. He/she cannot accept or deliver medication.
- Correspond with your child's teacher by writing a note, telephone, or in person. Bus drivers are not permitted to give oral messages to teachers.

Parents of Students in Wheelchairs must:

- Bring all wheelchairs to the Transportation Office at 7860 North McDonough St., Jonesboro or at 6234 Garden Walk Blvd, Riverdale, for inspection to ensure proper securement during transportation. If your child is fitted with a new wheelchair during the new school year, it must be inspected by the Transportation Office. Parents should consider transportation options when ordering a new wheelchair. A lap belt with auto quality latch system (with metal buckle, not Velcro or plastic fastener) is preferable.
- Have your student in his/her chair with all appropriate belts fastened and ready to go when the bus arrives.
- Notify the driver if your child has additional equipment for transport, such as walkers, crutches, oxygen or other orthopedic devices. These items must be secured in the bus during transportation. Failure of prior notification may result in an interruption of transportation services. If your child's wheelchair is equipped with a removable tray, it must be removed and secured during transportation.
- Keep your child's wheelchair in good repair. If a wheelchair is damaged or in need of repair, it may not be transported until repairs are made.
- Keep brakes in working order and tires inflated.
- Arrange to transport your student's wheelchair home if he/she checks out of school early.

MEETING THE BUS

It is the parent's or guardian's responsibility to ensure that his/her child is at the designated pick-up area before the bus arrives. However, if there are questions or concerns, please contact the local school or the Transportation Department at (770) 473-2835. Parents are encouraged to take precautions in ensuring their children arrive and depart safely to and from bus stops. Please update the school with address changes immediately.

It is mandatory that all children in Pre-K, Kindergarten and 1st grade be met at the bus stop by a parent or authorized person (parent, neighbor, older sibling, etc.) unless explicitly stated that they do not need supervision. The exception to this rule must be made via a notarized Release Form. Please see principal for designated form.

SECURITY INTERVENTION DISRUPTION OF PUBLIC SCHOOL BUS

A video camera is used on all buses to monitor student behavior. Under state law, **OCGA §20-2-1181** it is unlawful for any person to knowingly, intentionally, or recklessly interfere with the operation of a public-school bus. A person convicted under this law shall be guilty of a misdemeanor of a high and aggravated nature.

Vandalism: Do not scratch, cut or write on seats, walls, floors, or otherwise deface the bus or any part thereof. Any student responsible for vandalism is expected to pay for all damages related to his/her actions before he/she can ride the bus again. However, this shall not interfere with transportation as provided for Special Education students or Section 504 per federal requirements. Clayton County Public Schools Police is notified of violations that disrupt or interfere in school bus operations.

GENERAL INFORMATION

ASBESTOS NOTIFICATION

The Federal Asbestos Hazard Emergency Response Act (AHERA) allows an exclusion from the required inspection for asbestos-containing building material (ACBM) for new school buildings built after October 12, 1988, where: an architect or project engineer responsible for the construction of the new school building, or an accredited AHERA inspector signs a statement that no ACBM was specified as a building material in any construction document for the building, or to the best of his or her knowledge, no ACBM was used as a building material in the building. The LEA shall submit a copy of the signed statement to the state and shall include the statement in the management plan for that school. This statement was submitted to the state, and a copy is on file in the school's management plan, which is in the school's administrative office and is available for public inspection upon reasonable notice.

CAMPUS KIDS

After school services are provided in the elementary schools and select middle schools. The programs operate 2:30 p.m.-6:30 p.m. on school days. The programs are supported financially by assessing parents a registration fee and weekly tuition fees for students participating in the program. Students remain at their respective schools for after school services.

ENGLISH TO SPEAKERS OF OTHER LANGUAGES PROGRAM (ESOL)

During the past decade, Clayton County Public Schools became increasingly diverse and multicultural. Many students enter the school system from other countries or speak another language at home and may need additional English language assistance to succeed in school. The ESOL program is designed to meet the needs of English learners (ELs). Students are screened for English language assistance, and if they qualify for services, can receive additional instruction provided by ESOL teachers. These teachers are qualified to work with the diverse student population of ELs. ESOL teachers provide instruction, participate in conferences, and assist school officials with various issues related to ELs.

EXTRACURRICULAR ACTIVITIES FOR STUDENTS - Middle and High School

Opportunities for exploring, developing and widening students' range of interest and helping students develop leadership and poise are offered through extracurricular activities. Participation in these activities enables students to learn how to plan and work with others. Students are encouraged to participate in at least one extracurricular activity. Many clubs and athletic groups representing the school have a minimum grade point average standard for joining and maintaining membership. **The Georgia High School Association "No pass/No participate" policy requires students to pass classes that carry at least 2.5 units towards graduation the previous semester and on track academically to participate in interscholastic competitive events or activities.** Students participating in interscholastic competitive events or extracurricular activities must earn the appropriate units and remain on track academically. All first-time ninth graders may participate in interscholastic competitive events; however, students must earn 2.5 units counting toward graduation to maintain eligibility. For eligibility purposes, all make-up work must be completed within ten calendar days following the conclusion of the semester. Questions concerning "No pass/No participate" should be directed to administrators. Participation in extracurricular activities mandates students are counted present for the school day. If school is in session, suspended students assigned to ISS or OSS are not allowed to participate in any activities or function during the school day until they return to their regular classes in good standing.

STUDENT ORGANIZATIONS

The names of student clubs and organizations, the mission or purpose of such clubs or organizations, club or organization contacts or faculty advisors, and a description of past or planned activities is available in school and/or on official school's websites. This information is updated periodically throughout the year.

FIRE DRILLS AND SEVERE WEATHER WARNINGS

All rooms are evacuated when there is an announcement and/or a continuous, intermittent ringing of the fire alarm. A pre-determined route is posted in each classroom, and students should move orderly, quickly, and directly to the designated areas. Each group assembles so the teacher can check roll. Any student in a restroom or any place other than his or her assigned room should report immediately to his or her group for accountability. A bell will sound for students to return to the classroom.

SCHOOL SCHEDULE

The high school schedule begins at 8:50 a.m. and ends at 4:00 p.m., the middle school schedule starts at 8:15 a.m. and ends at 3:10 p.m. and the elementary school schedule begins at 7:45 a.m. and ends at 2:15 p.m.

STUDENT CHECK OUT PROCEDURES

Picture identification is required for all checkouts with no exceptions to maintain a safe and orderly environment for all students, parents, and staff.

Elementary: No student checkouts after 1:45 p.m. on regular days and 12:45 p.m. on Early Dismissal Days.

Middle: No student checkouts after 2:40 p.m. on regular days and 1:40 p.m. on Early Dismissal Days.

High: No student checkouts after 3:30 p.m. on regular days and 2:30 p.m. on Early Dismissal Days.

INSURANCE

The school system does not carry insurance on students. This is the responsibility of the parents/guardians. All students who wish to participate in the school's athletic program must have insurance through an independent carrier.

LOCKERS

Lockers are rented to students. The locker is school property, and as such, students do not have an expectation of privacy for items stored in lockers, which may be inspected by school officials at any time and without notice. Students cannot put personal locks on school lockers. The use of a locker is revoked if the privilege is abused. Lockers cannot be shared. All items found in the locker are the sole responsibility of the student renting the locker.

MOMENT OF SILENCE/REFLECTION

In compliance with Georgia law **O.C.G.A. § 20-02-1050** and O.C.G.A. § 20-2-1051, all students will observe a brief period of silence at the opening of each school day.

GENERAL INFORMATION

OBLIGATIONS

In accordance with Code Section § 20-2-1013, "All instructional materials and content and any computer hardware, software, and technical equipment necessary to support such digital materials and content purchased by local units of administration with state Quality Basic Education Program funds or any other means of acquisition may remain the property of the local unit purchasing or acquiring them. Assistive technology devices that are acquired may remain the property of the student; however, this shall not be construed to violate any contracts or copyright laws. Each local unit of administration shall establish such policies as it deems necessary for the care and protection of its instructional materials and content; computer hardware, software, and technical equipment necessary to support such materials and content; library books; and media materials as a condition to receiving all or part of the state contributed Quality Basic Education Program funds allotted to the local unit. Such policies include the following sanctions against a pupil who fails or refuses to pay for any lost or damaged instructional materials and content; computer hardware, software, and technical equipment necessary to support such materials and content; library book; or media material at the replacement cost:

1. Refusal to issue, make available any additional instructional materials and content, any computer hardware, software, technical equipment necessary to support such materials and content, library books, or any media materials until restitution is made will result in the withholding of all grades, diplomas, or certificates of progress until restitution is made.

No local unit of administration shall require any pupil or parent to purchase any instructional materials and content; computer hardware, software, and technical equipment necessary to support such materials and content; library book; or media material except in cases where the pupil damages, loses, or defaces such item either through willful intent or neglect.

All student debt obligations must be cleared before the end of the semester in which the debts were incurred. Obligations may include: lost or damaged textbooks, computers, technological devices, calculators, or library materials, unpaid fees, and uniforms not returned. Students will not be issued a replacement textbook for a lost book until the obligation has been cleared. A student may be issued a textbook to use in the classroom until the lost textbook is paid for. Students who owe for obligations will not receive grade reports of any kind until all obligations have been cleared through the main office. In addition, seniors who have not met obligations are not allowed to exempt any final exams and or participate in graduation activities.

PARKING ON CAMPUS (HIGH SCHOOLS)

The operation and parking of a vehicle on the high school campus is a privilege granted by the school. All students are expected to observe all traffic and parking regulations. The school reserves the right to suspend and/or revoke the campus parking privileges of any student in violation of parking rules and regulations or has an outstanding debt obligation with the school.

- Parking decals must be displayed.
- Parking privileges may be suspended for students who arrive late, leave campus without permission, or who operate vehicles unsafely.
- The parking fee of \$40 per year is paid at the beginning of the first semester.
- One-day parking permits are available in the Main Office for a cost of \$3 per day. These parking permits are required for any students parking on campus but have not purchased a yearly parking permit.
- Students must park in designated areas.
- Students are not allowed to park in the spaces provided for faculty or the bus loading areas.
- Students cannot remain seated in their cars after arriving to school, nor are they allowed to return to their cars during the day without written permission from an administrator.
- Students are required to sign a release form that authorizes a search of the car. Students parking on campus do not have an expectation of privacy for vehicles.
- As soon as a student checks out of school or school is dismissed, he/she must leave campus immediately. Loitering in the parking areas is not permitted.
- The parking lot should clear within 10 minutes of the dismissal bell. All students must leave campus immediately unless they are involved in a school-sponsored activity or waiting on transportation.
- High school administrators and school resource officers reserve the right to search any student's vehicle parked in the parking lot for any reasonable cause.

PERSONAL PROPERTY ON CAMPUS

Students are warned and advised not to bring valuables and expensive personal belongings to school. Dressing rooms, lockers, parking lots, and classrooms are not always the safest places to leave valuables. It is better to take extra precautions than become victim of a loss or theft. It is advisable for students to use a permanent marker to label items such as jackets, tennis shoes, book bags, and other personal belongings. Students should not leave personal items unattended. The school is not responsible or liable for missing or lost personal items.

PLEDGE OF ALLEGIANCE

During the morning announcements, the opportunity will be provided for students and teachers to recite the Pledge of Allegiance. Although reciting the pledge is a way of expressing patriotism and support of those rights guaranteed by our democracy, individuals who have religious convictions or other objections to reciting the pledge may refrain from doing so. The homeroom teacher should be notified in advance. Otherwise, individuals are expected to stand and participate in the pledge. Students are not disciplined for non-participation.

SCHOOL CLOSINGS

In case of inclement weather and possibility Clayton County Public Schools closure, the public is instructed to check the CCPS website at www.clayton.k12.ga.us, the school district mobile app, WSB Channel 2 News, or WSB-AM (750) radio for the official announcements concerning school system closure. All official announcements are made via these media platforms.

SCHOOL COUNCIL

The A+ Education Reform Act established School Councils in Georgia to "bring communities and schools closer together in a spirit of cooperation to solve difficult education problems, improve academic achievement, provide support for teachers and administrators and bring parents into the school-based decision." The School Council provides advice, recommendations, and assistance to principals and the local board of education. O.C.G. A. § 20-2-86 provides the following criteria:

- A parent must serve as the chairperson of the school council.
- The School Council is comprised of a minimum of seven council members who serve a two-year term
 - The principal
 - Two certified teachers elected by teachers
 - Parents/Guardians
 - Two business persons (parents of students and may serve as members of the council if specified in the council's bylaws)
- Parents/guardians must make up a majority of the council membership

At a minimum, four meetings are held annually. The meetings and records are subject to the Open Meetings Act. Contact your principal for information on school councils.

GENERAL INFORMATION

SELECTIVE SERVICE REGISTRATION (HIGH SCHOOL ONLY)

Federal law requires that each male register for the Selective Service within 30 days of his 18th birthday. Registration forms and additional information regarding the Selective Service Registration are available at any U. S. Post Office. AFJROTC will assist with online registration for Selective Service during the school year.

TEACHER'S DETENTION HALL

Teachers may assign students to a teacher detention hall for minor classroom infractions or class tardies. Students assigned to teacher detention hall, are given a written detention hall notice that gives the student and parent/guardian a minimum of 24 hours' notice of the detention. Students failing to serve a teacher's detention may receive additional detention or referred to an administrator for further discipline.

TELEPHONE AND MESSAGES

School telephones are for official use only. Students are asked to refrain from using the telephone. Emergency messages, as determined by school staff, are given to the student before the end of the school day.

VOLUNTEERS

Clayton County Public Schools value and support individual volunteers. The District requires background checks on any volunteers, including parents, meeting the following criteria:

- the volunteer will have personal contact with students
- the volunteer will have a regular and ongoing assignment at the school
- the volunteer will be off campus with students, including field trips
- the volunteer will serve as a mentor to a student or students
- the volunteer will serve as a coach, activity director, or sponsor

Any volunteer who has a reason or cause to believe a child is abused or has been abused (including neglect) shall report that abuse to the principal or designee and the volunteer will abide by O.C.G.A. § 19-7-5.

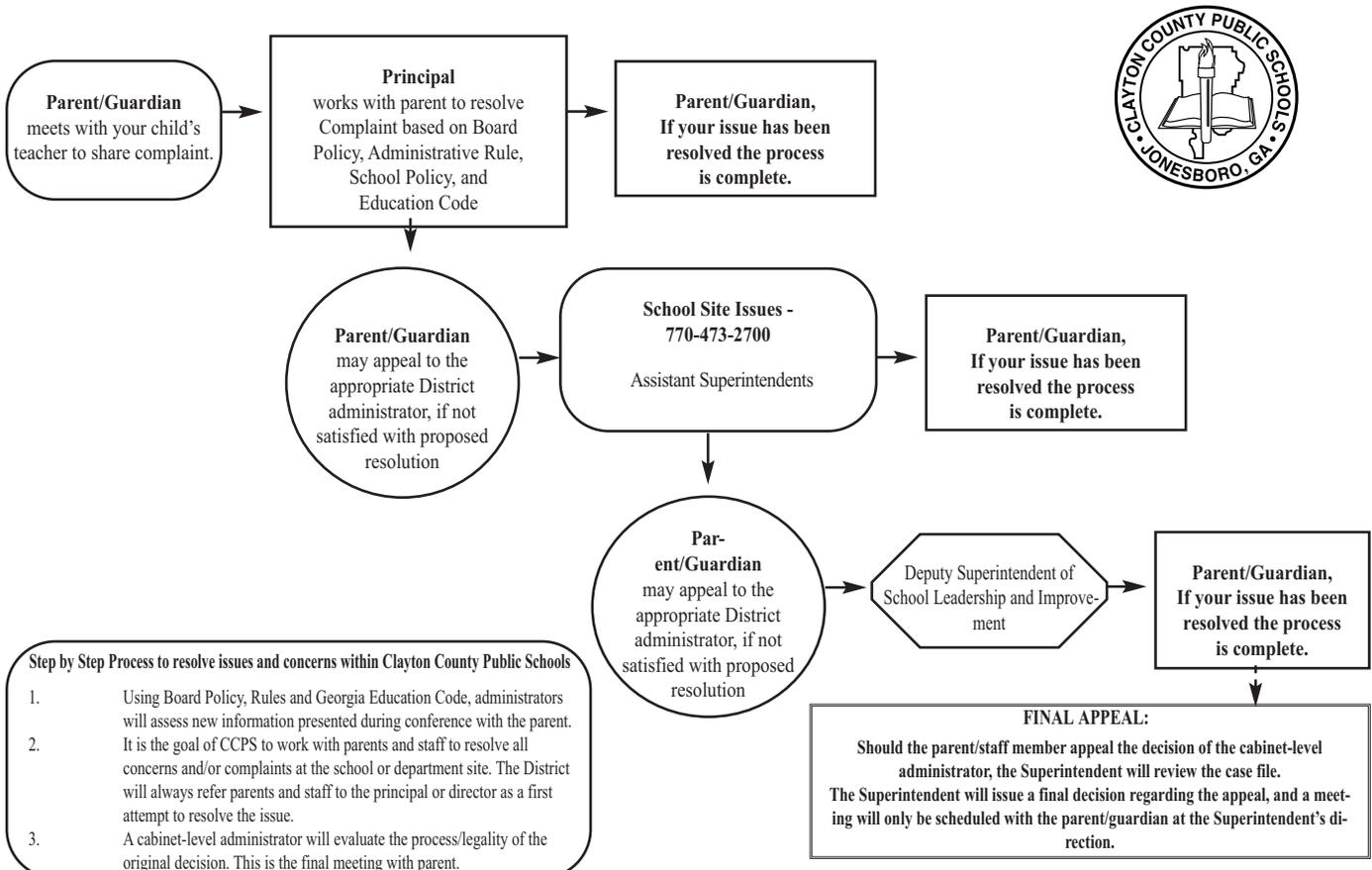
VOTER REGISTRATION

Teachers from each high school are deputized to register students to vote at 17 ½ years of age in preparation for voting when the student attains 18 years of age. Students are strongly encouraged to vote. April is Voter Registration Month. However, students are registered throughout the year.

WORK PERMITS

A work permit is obtained from the main office of the school. When all paperwork is completed by both the student and employer, the work permit, a certified copy of the birth certificate, and Social Security card must be submitted to the main office. These documents are required before a permit is granted. Employment certificates for minors under the age of 18 and over 12 years of age are obtained from one of the office assistants in the main office. All sections of this form must be completed in detail after the student has obtained a job.

Clayton County Public Schools - Complaint Resolution Process



GLOSSARY

Accelerated Instruction: instruction designed to enable a student who has not achieved grade level standards to meet those standards in the shortest amount of time

Active Duty: the full time duty status in the active uniformed services of the United States of America, including members of the National Guard and Reserve on active duty orders, pursuant to 10 U.S.C. Sections 1209 and 1211

Advanced Placement (AP): college-level courses offered by trained high school teachers in the regular high school setting

Alternative Educational Program (AEP): an educational environment that provides for the educational and behavioral needs of students who have been removed from the regular school programs due to the discipline orders of CCPS or another district, disruptive behavior, and/or violations of the behavior code. **The AEP may also serve a student who is eligible to remain in his or her regular classroom but is more likely to succeed in a nontraditional setting.**

American College Test (ACT): college entrance examination which assesses high school students' general educational development and their ability to complete college level work

Attend: a student is physically present in the educational programs for which he or she is enrolled

Automated External Defibrillator (AED): a portable automatic device used to restore normal heart rhythm to patients in cardiac arrest

Behavior Intervention Plan (BIP): a plan to support the student in order to help him or her change behavior.

Bullying: Bullying is defined in O.C.G.A. § 20-2-751.4 as follows: (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; 24 (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, at school related functions or activities, as well as 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 such electronic act originated on school property or with school equipment, if the electronic communication:

- (1) Is directed specifically at students or school personnel;
- (2) Is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school; **AND**
- (3) Creates a reasonable fear of harm to the student's or school personnel's person or property or has a high likelihood of succeeding in that purpose.

Children of Military Families: children enrolled in grades K-12 who reside in the household of an active duty military member

Chronic Disciplinary Problem Student: 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.

Circle of Support: The Circle of Support (COS) consists of a team of school, district, and community support personnel who collaborate to uncover the underlying reasons why students might experience academic and behavioral challenges; and problem solves based on identified needs by providing evidence-based strategies targeted toward high performance.

Connections: a series of nine-week classes offered in the middle level (i.e. art, computers, family and consumer science, physical education, health, etc.)

Detention: Disciplinary action consisting of the assignment of students to a certain area of the school outside of the regular school hours (before school, after school, on a non-school day) for two consecutive days or the equivalent hours. School principals have the authority to require students to remain for detention. Teachers have the authority to detain a student after school; however, they should advise the principal and notify the parents. In a case of students when immediate detention would pose transportation problems; twenty-four hours' notice may be given before the detention is served

Differentiated Instruction: instructional strategies designed to meet the individual student's learning needs

Directory Information: student's name, address, telephone number, date and place of birth, participation in clubs and sports, awards, dates of attendance, photographs, etc.

Disciplinary Tribunal: A disciplinary hearing to determine the guilt or innocence of a student accused of violating the Code of Conduct when the opportunity for a student disciplinary hearing is required by law or State Board authority. See Administrative Rule JCEB, Hearing Procedure. If the student is determined to be guilty of the alleged offense, the Tribunal will determine the consequences for the student in accordance with the Code of Conduct.

Early Intervention Program (EIP): program designed to serve students who are at risk of not reaching or maintaining academic grade level by providing additional instructional resources

Education for Homeless Children and Youth: Subtitle B of the Title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) requires each state to ensure that a child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth. In accordance with the Act and State Board rule 160-5-1-.28 (JBC), the term "Homeless Child and Youth" is defined as children who are:

GLOSSARY

- a. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
- b. Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- c. Living in emergency or transitional shelters;
- d. Abandoned in hospitals; or
- e. Awaiting foster care placement;
- f. Moreover, the following children are included in the definition: children who have a primary nighttime residence that is public or a private place not designated for, or ordinarily used as a regular sleeping accommodation for human beings, children who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and migratory children who qualify as homeless because they are living in circumstances described above.

Emancipated Minor: an individual under the age of eighteen who is no longer under the control or authority of his or her parents or guardians by operation or pursuant to a petition filed by the minor with the juvenile court as provided in O.C.G.A. §15-11-720 et. seq. Emancipation by operation of law occurs when a minor is validly married or as otherwise prescribed by law. Emancipation by petition is granted by a judge in juvenile court after the judge determines emancipation is the best interest of the minor.

English to Speakers of Other Languages (ESOL): program designed to meet the needs of English learners at the school level by receiving language assistance from ESOL teachers in various instructional settings.

Enroll: the registration of a student by a parent, guardian, kinship caregiver or other person having control or charge of a child, (or the student in the case of an emancipated minor) providing the school system with appropriate documentation. Once enrolled, the child is eligible to attend the assigned school.

Expulsion: suspension of a student beyond the current quarter or semester

Extracurricular Activities: school sponsored activities which occur outside of regular school hours

Family Educational Rights and Privacy Act (FERPA): federal law that gives specific rights to parents/guardians regarding the educational records of their child 20 USC §1232g.

Free Appropriate Public Education (FAPE): educational right of students with disabilities under federal laws Section 504 and IDEA. FAPE under IDEA is defined as education and related services provided at public expense, under public supervision and direction, and without charge; meeting the standards of the State educational agency; including an appropriate preschool, elementary school, or secondary school education in the State involved; and provided in conformity with the individualized education program.

Functional Behavioral Assessment (FBA): a problem-solving process for addressing student problem behavior. The process relies on the use of a variety of techniques and strategies to identify the purposes of specific behavior and to help school teams select interventions to directly address the problem behavior

Georgia Alternate Assessment (GAA): an alternative achievement standard that sets an expectation of performance that differs in complexity from a grade-level achievement standard and is aligned to state academic content standards.

Georgia Department of Education (GADOE): the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education, including the implementation of federal and state mandates subject to supervision and oversight by the State Board of Education.

Georgia Kindergarten Inventory of Developing Skills (GKIDS): a year-long performance-based assessment to provide teachers with information about the level of instructional support needed by individual students entering kindergarten and first grade

Georgia Milestones Assessment System (Georgia Milestones): A comprehensive summative state assessment program spanning grades 3 through high school that measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English Language Arts, mathematics, science, and social studies.

Georgia Special Needs Scholarship: law providing that parents of students who receive special education may choose to transfer their child to another public school or private school in Georgia

Gifted instruction: differentiated instruction provided to students who meet the Georgia Department of Education criteria for the classification of a gifted learner

Governor's Office of Student Achievement (GOSA): the state agency mandated by O.C.G.A. §§20-14-25, et al, to create a uniform performance-based accountability system for K-12 public schools that incorporated both state and federal mandates, including student and school performance standards, and to audit and inspect or cause to be audited and inspected K-12 public schools, and LEA's for the purpose of verification, research, analysis, and reporting of for other purposes related to the performance of its powers and duties

Grandparent: the parent and/or step-parent of a minor child's father or mother. This definition remains the same upon death/or termination of parental rights of the birth parent.

Harassment: Any unwelcome conduct that includes but is not limited to threats; physical assault; verbal abuse such as name-calling, racial or other epithets, slurs; graphic or written statements; and other physically threatening, harmful or humiliating conduct, including non-verbal conduct and gestures. Harassment is covered by federal civil rights laws when it concerns conduct that is based on a protected status such as race, national origin, sex, disability or religion.

Individuals with Disabilities Education Act (IDEA): federal law governing services to children with disabilities. IDEA governs how states and public agencies provide early intervention, special education and related services to students with disabilities.

Individualized Education Plan (IEP): an individualized educational plan designed collaboratively with educators and parents/guardians to provide opportunities for students with disabilities to participate in a challenging educational program designed to meet their unique needs which results in increased academic performance and prepare them for employment and independent living

GLOSSARY

“In Loco Parentis”: to assume the duties and responsibilities of a parent without a formal legal process.

In-School Suspension (ISS): Restriction of students to a specified location in the school to remove them from participation in regularly scheduled school activities
Instructional Team: committee established by the school principal or designee to make placement decisions concerning a student who does not meet expectation on the Criterion Referenced Competency Test of the Clayton County Public Schools’ promotion criteria

Intervention: process of assessment and planning employed to remediate or prevent a social, educational, or developmental problems

Kinship caregiver: grandparent, great-grandparent, aunt, uncle, great aunt, great uncle, cousin, sibling, or fictive kin who has assumed responsibility for raising a child in an informal, noncustodial, or guardianship capacity upon the parents or legal custodians of such child losing or abdicating the ability to care for such child: or being unable to ensure that the child will attend school for reasons, including, but not limited to a parent or legal custodian being unable to provide care due to the death of a parent or legal custodian; serious illness or terminal illness of a parent or legal custodian; physical or mental condition of the parents or legal custodians such that proper care and supervision of the child cannot be provided; incarceration of a parent or legal custodian; inability to locate the parents or legal custodians; loss or uninhabitability of the child's home as the result of a natural disaster; or period of active military duty of the parents or legal custodians exceeding 24 months.

Local Education Authority (LEA): the public authority legally constituted by the state as an administrative agency to provide control of and direction for kindergarten through Grade 12 public education institutions. (Clayton County Public Schools)

Long-Term Suspension: the out-of-school suspension of a student from school for more than ten (10) consecutive school days, but not beyond the current school quarter or semester

Move On When Ready Dual Enrollment Program: provides opportunities for high school students to take college level courses and earn concurrent credit toward a high school diploma and college degree

Multi-Tiered Systems of Support (MTSS): the framework supported by Response to Intervention (RTI).

No Pass/No Participate: Georgia High School Athletic Association policy that requires students to pass **classes that carry at least 2.5 units towards graduation** the previous semester and to be academically on track in order to participate in interscholastic competitive events or activities

Official Code of Georgia (O.C.G.A.): State Law

Other Person: an adult at least 18 years of age or an emancipated minor at least sixteen years of age residing within the boundaries of the school district who is not the parent or guardian of a child or children but stands in loco parentis.

Out of School Suspension (OSS): suspension for a period of time resulting in absence from school

Perfect Attendance: is defined as no absences, no late check-in, and no early check out. Perfect attendance not only promotes the student's academic progress in school, but also establishes a pattern for good work attendance as an adult.

Permanent Expulsion: means expulsion from all School District schools for the remainder of the student’s eligibility to attend school pursuant to Georgia law. Students permanently expelled are not be allowed to enroll in the School District’s Alternative Education Program (AEP).

Prevention: a hindrance, process or behavior

Promotion: the assignment of a student to a higher-grade level based on the student’s achievement of established criteria in the current grade

Remediation: opportunities provided throughout the year for additional academic assistance

Residency: the place where the student lives with a parent, guardian, or other person. The student must occupy a dwelling located within the school system. Proof of residence in the school district is required when a student enrolls and whenever a change of residence occurs, unless the student is homeless. Individuals not legally admitted into the country are not denied a free public education on this basis.

Response to Intervention (RTI): a problem-solving approach that examines effective instruction and intervention. This includes increasing levels of intensity, progress monitoring, and data-based decisions,

Restorative Practices: a philosophy based on a set of principles that guide the response to conflict and harm. Restorative justice practices emphasize values of empathy, respect, honesty, acceptance, responsibility, and accountability. Restorative justice also provides ways to effectively address behavior and other complex school issues by offering a supportive environment that can improve learning and safety by preventing future harm. More information can be found on the ICJIA website: <http://www.icjia.state.il.us/public/pdf/BARJ/SCHOOL%20BARJ%20GUIDEBOOOK.pdf>

Retention: the re-assignment of a student to the current grade level for the next school year

Scholastic Achievement Test (SAT): a standardized test widely used for college admissions.

School Council: elected parents and teachers along with the school principal who serve in an advisory capacity at the local school level

School Property: includes, but is not limited to:

- The land and improvements which constitute the school.
- Any other property and building, including school bus stops wherever located, where any school function or activity is conducted.
- Any bus or other vehicle used in connection with school functions and activities, including, but limited to, school buses, buses leased by the School District and privately-owned vehicles used for transportation to and from school activities.
- Personal belongings, automobiles or other vehicles which are located on school property.
- En route to and from school (prior to imposing discipline regarding these incidents, schools should consult with the Student Services’ Office of Student Discipline).

GLOSSARY

Student Attendance Committee (SAC): meeting of parents and school officials to identify and implement strategies and interventions to deter continued absenteeism

School Resource Officer (SRO): certified law enforcement officers serve as School Resource Officers in Clayton County middle and high schools. The presence of law enforcement within the school community provides a consistent approach to community public safety. Through the school-based community policing model, officers are involved in proactive areas of crisis planning, school planning, and the important areas of prevention, intervention, and enforcement

School Technology Resources: includes, but is not limited to:

- Electronic media systems such as computers, electronic networks, messaging, Website publishing, and
- The associated hardware and software programs used for purposes such as, but not limited to, developing, retrieving, storing, disseminating, and accessing instructional, educational, and administrative information.

Section 504: federal law governing the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education.

Short-Term Suspension: the out of school suspension of a student from school for ten (10) consecutive school days or less the authority which defines education policy for public K-12 educational agencies in Georgia

Student Attendance Protocol Committee: committee established by the Chief Judge of Superior Court to ensure coordination and cooperation among officials, agencies, and programs to reduce the number of unexcused absences from school and to increase the percentage of students present to take state mandated tests

Student Support Team (SST): a committee of at least three educators (parent is invited to attend) to identify and plan alternative instructional strategies for students experiencing academic, social or behavioral problems

Students with Disabilities (SWD): students identified under the guidelines of IDEA as having an eligible disability for educational services

Surrogate Parent: person appointed for a student for whom no parent can be identified or who is a ward of the state or whose parent's whereabouts cannot be discovered after reasonable efforts by the local system

Truancy/Truant: refers to any child subject to compulsory attendance who during the school calendar year has missed more than ten days of school due to unexcused absences according to O.C.G.A. §15-11-381. School days missed because of an out of school suspension shall not count as unexcused days for determining student truancy

Vandalism: destruction of property

Withdraw: the removal of a student from the official roll of a school by the parent or legal guardian

Withdrawal Code: an official code which signifies the reason a student has withdrawn from a Georgia public school as defined in the guidelines and timelines published by the GaDOE.

Elementary Schools

Anderson Elementary - 101 4199 Old Rockcut Road Conley, GA 30288	(770) 473-3269	Jackson Elementary - 136 7711 Mt. Zion Boulevard Jonesboro, GA 30236	(678) 610-4401	Mt. Zion Primary - 139 2920 Mt. Zion Road Jonesboro, GA 30236	(770) 472-2828
Arnold Elementary - 102 216 Stockbridge Road Jonesboro, GA 30236	(770) 473-2800	Kay R. Pace Elementary School of the Arts - 380 7711 Mt. Zion Boulevard Jonesboro, GA 30236	(678) 479-0101	Northcutt Elementary - 119 5451 West Fayetteville Road College Park, GA 30349	(770) 994-4020
Brown Elementary - 104 9771 Poston Road Jonesboro, GA 30238	(770) 473-2785	Kemp Elementary - 127 10990 Folsom Road Hampton, GA 30228	(770) 473-2870	Oliver Elementary - 120 1725 Cheryl Leigh Drive Riverdale, GA 30296	(770) 994-4010
Callaway Elementary - 133 120 Oriole Drive Jonesboro, GA. 30236	(678) 479-2600	Kemp Primary - 138 1090 McDonough Road Hampton, GA 30228	(678) 610-4300	Pointe South Elementary - 126 8482 Thomas Road Riverdale, GA 30274	(770) 473-2900
Church Street Elementary - 105 7013 Church Street Riverdale, GA 30274	(770) 994-4000	Kilpatrick Elementary - 111 7534 Tara Road Jonesboro, GA 30236	(770) 473-2790	River's Edge Elementary - 129 205 Northbridge Road Fayetteville, GA 30215	(770) 460-2340
East Clayton Elementary - 106 3675 Steele Road Ellenwood, GA 30094	(678) 827-7937	King Elementary - 135 5745 West Lee's Mill Road College Park, GA 30349	(770) 991-4651	Riverdale Elementary - 121 6253 Garden Walk Boulevard Riverdale, GA 30274	(770) 994-4015
Eddie White Elementary School - 379 11808 Panhandle Road Hampton, GA 30228	(770) 472-2850	Lake City Elementary - 112 5354 Phillips Drive Lake City, GA 30260	(770) 473-3248	Smith Elementary - 132 6340 Highway 42 South Rex, GA 30273	(770) 960-5750
Edmonds Elementary - 107 4495 Simpson Road Forest Park, GA 30297	(678) 827-7932	Lake Ridge Elementary - 130 7900 Lake Ridge Circle Riverdale, GA 30274	(770) 907-5170	Suder Elementary - 122 1400 Jodeco Road Jonesboro, GA 30236	(770) 473-2820
Fountain Elementary - 103 5215 West Street Forest Park, GA 30297	(404) 362-3875	Lee Street Elementary - 114 178 Lee Street Jonesboro, GA 30236	(770) 473-2815	Swint Elementary - 123 500 Highway 138 Jonesboro, GA 30238	(770) 473-2780
Harper Elementary - 134 93 Valley Hill Road, SW Riverdale, GA 30274	(678) 479-2654	Marshall Elementary - 137 5885 Maddox Road Morrow, GA 30260	(678) 827-7942	Tara Elementary - 124 937 Mt. Zion Rd. Morrow, GA 30260	(770) 968-2916
Hawthorne Elementary - 131 10750 English Road Hampton, GA 30228	(770) 472-7669	McGarrah Elementary - 113 2201 Lake Harbin Road Morrow, GA 30260	(770) 968-2910	Unidos Dual Language School - 198 4475 Hendrix Drive Forest Park, GA 30297	(404) 361-3494
Haynie Elementary - 108 1169 Morrow Road Morrow, GA 30260	(770) 968-2905	Morrow Elementary - 115 6115 Reynolds Road Morrow, GA 30260	(770) 968-2900	West Clayton Elementary - 125 5580 Riverdale Road College Park, GA 30349	(770) 994-4005
Huie Elementary - 110 1260 Rock Cut Road Forest Park, GA 30297	(404) 362-3825	Mt. Zion Elementary - 116 2984 Mt. Zion Road Jonesboro, GA 30236	(770) 968-2935		

Middle Schools

Adamson Middle School - 019 3187 Rex Road Rex, GA 30273	(770) 968-2925	Kendrick Middle School - 024 7971 Kendrick Road Jonesboro, GA 30238	(770) 472-8400	Rex Mill Middle School - 029 6380 Evans Drive Rex, GA 30273	(770) 474-0702
Babb Middle School - 011 5500 Reynolds Road Forest Park, GA 30297	(770) 473-3248	Lovejoy Middle School - 021 1588 Lovejoy Road Lovejoy, GA 30250	(770) 473-2933	Riverdale Middle School - 018 400 Roberts Drive Riverdale, GA 30274	(770) 994-4045
Eddie White Middle School 11808 Panhandle Road Hampton, GA 30228	(770) 472-2850	Morrow Middle School - 015 5934 Trammel Road Morrow, Georgia 30260	(770) 210-4001	Roberts Middle School - 025 1905 Walt Stephens Road Jonesboro, GA 30236	(678) 479-0100
Elite Scholars Academy - 099 7923 Fielder Road Jonesboro, GA 30236	(404) 362-3811	Mundy's Mill Middle School - 016 1251 Mundy's Mill Road Jonesboro, GA 30238	(770) 473-2880	Sequoyah Middle School - 028 95 Valley Hill Road Riverdale, GA 30274	(770) 515-7524
Forest Park Middle School - 012 930 Finley Drive Forest Park, GA 30297	(770) 472-2817	North Clayton Middle School - 017 5517 W. Fayetteville Road College Park, GA 30349	(770) 994-4025		
Jonesboro Middle School - 014 1308 Arnold Street Jonesboro, GA 30236	(678) 610-4331	Pointe South Middle School - 020 8495 Thomas Road Jonesboro, GA 30238	(770) 473-2890		

High Schools/Specialty Programs

Charles Drew High School - 315 6237 Garden Walk Blvd. Riverdale, GA 30274	(770) 472-2820	M. E. Stilwell School of Arts 2580 Mt. Zion Pkwy Jonesboro, GA 30236	(770) 472-2832	Riverdale High School - 005 160 Roberts Drive Riverdale, GA 30274	(770) 473-2905
Elite Scholars Academy - 099 7923 Fielder Road Jonesboro, GA 30236	(404) 362-3811	Morrow High School - 003 2299 Old Rex-Morrow Road Morrow, GA 30260	(770) 473-3241	ChildTec 137 Spring Street Jonesboro, GA 30236	(770) 480-8363
Forest Park High School - 001 5452 Phillips Drive Forest Park, GA 30297	(770) 473-2775	Mount Zion High School - 007 2535 Mount Zion Parkway Jonesboro, GA 30236	(770) 473-2940	Perry Center Open Campus 137 Spring Street Jonesboro, GA 30236	(770) 515-7601
Jonesboro High School - 002 7728 Mount Zion Blvd. Jonesboro, GA 30236	(770) 473-2855	Mundy's Mill High School - 008 9652 Fayetteville Road Jonesboro, GA 30238	(678) 817-3000	South Metro Psychoeducational (GNETS) Program - Ash Street Center 5277 Ash Street Forest Park, GA 30297	(770) 472-2860
Lovejoy High School - 006 1587 McDonough Road Lovejoy, GA 30250	(770) 473-2920	North Clayton High School - 004 1525 Norman Drive College Park, GA 30349	(770) 994-4035		

STUDENT HANDBOOK NOTES PAGE

COMPLAINTS AND GRIEVANCES

GRIEVANCE PROCEDURE FOR:

Title IX, Education Amendments, 1972
Section 504, Rehabilitation Act of 1973
Americans with Disabilities Act of 1990
CCBE Policy JCD - Sexual Harassment - Students

Pursuant to the above titled federal laws and policies, the Clayton County Board of Education is committed to the following:

1. The Clayton County School System does not discriminate against students nor employees in regard to their gender. The System complies with Title IX of the Educational Amendments of 1972 which prohibits sex discrimination, including sexual harassment, in education.
2. The Clayton County Board of Education does not discriminate on the basis of an individual's handicap or disability. This nondiscriminatory obligation under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 applies to admission or access to, or employment in, its programs and activities.

The following procedure is used to file a formal complaint in the event that any act of sex discrimination, including sexual harassment, or discrimination based on a disability or handicap, is alleged to have taken place within the system directed at a student, an employee or other person.

I. Definitions

- A. **Discrimination Complaint:** A written complaint alleging any policy, procedure, or practice which discriminates on the basis of sex, handicapping condition, or disability.
- B. **Student Grievant:** A student of the Clayton County Public School District who submits a complaint alleging discrimination based on sex, handicapping condition, or disability.
- C. **Employee Grievant:** An employee of the Clayton County Public School District who submits a complaint alleging discrimination based on sex, handicapping condition, or disability.
- D. **Title IX, Section 504 Coordinators (Students and Employees), and Americans with Disabilities Compliance Officer:** The person(s) designated to coordinate efforts to comply with and carry out responsibilities under Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, and other state and federal laws addressing equal educational opportunity. The Title IX, Section 504 Coordinators, and Americans with Disabilities Act Compliance Officer are responsible for processing complaints and serving as moderators and recorders during hearings.
- E. **Respondent:** The person alleged to be responsible for the violation alleged in a complaint. The term may be used to designate persons with responsibility for a particular action or those persons with supervisory responsibility for procedures and practices in those areas covered in the complaint.
- F. **Day:** Day means a working day. The calculation of days in complaint processing shall exclude Saturdays, Sundays, and holidays.

II. Pre-Filing Procedures

A. Prior to the filing of a written complaint, the student or employee is encouraged to visit the Coordinator/Compliance Officer, and a reasonable effort should be made to resolve the problem or complaint.

III. General Provisions

CLAYTON COUNTY SCHOOL DISTRICT GRIEVANCE PROCEDURE TITLE II; TITLE IX; SECTION 504

This Procedure establishes a Grievance Procedure providing for the prompt and equitable resolution of complaints alleging any action prohibited by Title II of the Americans with Disabilities Act of 1990 ("Title II"); Title IX of the Education Amendments of 1972 ("Title IX"); or Section 504 of the Rehabilitation Act of 1973 ("Section 504"). Such complaints will be termed "Grievances". Title II and Section 504 prohibit discrimination on the basis of disability; Title IX prohibits discrimination on the basis of sex. It is a violation of law for the Clayton County Public School District to retaliate against anyone who files a Grievance or participates in the investigation of a Grievance.

Grievances may be filed with the individuals identified below in accordance with this procedure.

Title IX & Student/Sexual Harassment

1058 Fifth Avenue
Jonesboro, Georgia 30236
(770) 473-2700
Latasha Lowe
Legal Compliance Officer

Disabled Students and Members of the Public - Section 504

1058 Fifth Avenue
Jonesboro, Georgia 30236
(770) 473-2700
Cheri-Ann Taylor, Lead Psychologist
and 504 Contact

Disabled Employees/Americans with Disabilities

Section 504 and Title II
1058 Fifth Avenue
Jonesboro, Georgia 30236
(770) 473-2700
Damaris P. Garrett
Equity and Compliance Director

Individuals with grievances of this nature also have the right to file a formal complaint with the United States Department of Education.

Office for Civil Rights (OCR)
400 Maryland Avenue, SW
Washington, DC 20202-1100
Customer Service Hotline 800.421.3481
Fax: 202-453-6012
TDD: 877.521.2172
Email: OCR@ed.gov
Web: <http://www.ed.gov/ocr>

Office for Civil Rights, Region IV
61 Forsyth Street S.W., Suite 19T10
Atlanta, GA 30303-8927
Telephone: 404-974-9406
Fax: 404-974-9471
Email: OCR.Atlanta@ed.gov

Individuals that require assistance in filing a grievance may contact:
Damaris P. Garrett
Equity and Compliance Director
1058 Fifth Avenue
Jonesboro, GA 30236
(770) 473-2700
damaris.garrett@clayton.k12.ga.us

GRIEVANCE PROCEDURES

1. A grievance must be in writing, contain the name and address of the person filing it ("Grievant"), and briefly describe the action alleged to be prohibited by the regulations.
2. A grievance must be filed in the office of the Title II/Title IX/Section 504 Coordinator within thirty (30) days after the Grievant became aware of the action alleged to be prohibited by the regulations. This time frame may be waived by the Title II/Title IX/Section 504 Coordinator if extenuating circumstances existed which justifies an extension.
3. Upon receipt of a grievance the Title II/Title IX/Section 504 Coordinator will open a formal case file and coordinate any interim action, accommodations for the alleged victim, or other necessary remedial short-term actions necessary to ensure the wellbeing of such victim or Grievant and to protect the integrity of the investigation.
4. The Title II/Title IX/Section 504 Coordinator, or his/her designee, shall conduct a thorough, reliable, and impartial investigation of the grievance to determine its validity. This investigation affords all interested parties and their representative, if any, an opportunity to submit evidence and present witnesses relevant to the grievance. During the investigation, the Title II/Title IX/Section 504 Coordinator, or his/her designee, will interview relevant witnesses and use a preponderance of the evidence standard in making his or her decision (i.e., more likely than not that a violation of Clayton County Public School District policy, Section 504, ADA, or Title IX occurred).
5. The Title II/Title IX/Section 504 Coordinator shall issue to all parties a written decision determining the validity of the grievance no later than thirty (30) days after its filing.
6. If a party disagrees with the Title II/Title IX/Section 504 Coordinator's decision, he or she may request, in writing, that the Superintendent or his/her designee, review the decision of the Title II/Title IX/Section 504 Coordinator. Such request must be made within seven (7) calendar days of receipt of the decision by the Title II/Title IX/Section 504 Coordinator.
7. The Superintendent or his/her designee, shall have an additional fifteen (15) days to decide the appeal and notify the parties in writing of his/her decision and list the evidence on which the decision is based.
8. The Superintendent's written decision will advise the parties of the right to file a complaint with the appropriate state and federal civil rights offices and will be provided with the names and addresses of such offices.

Extension of Time: The 30-day time limit for completing an investigation set forth above in Step 5 of the Grievance Procedures may be extended by mutual consent of the parties involved or due to extenuating circumstances (such as voluminous evidence to be reviewed or a large number of witnesses to be interviewed). However, the total number of days from the date that the grievance is filed until the date of the issuance of the Title II/Title IX/Section 504 Coordinator's written decision to the parties shall be no more than sixty (60).

If the Clayton County Public School District's investigation finds evidence of disability or sex discrimination, including harassment, it will take appropriate steps to prevent the recurrence of such discrimination and correct the discriminatory effects on the Grievant, victim, and others, if appropriate.

Access to Regulations: The Clayton County Public School District shall provide copies of all regulations prohibiting discrimination on the basis of race, color, national origin, religion, sex, age, handicapping condition, or veteran status upon request.

Confidentiality of Records: Grievance records will remain confidential unless permission is given by the parties involved to release such information. No grievance record shall be entered in the personnel file. Grievance records shall be maintained on file for three years after grievance resolution.

This grievance shall not apply to any matter when:

- (a) Method of review is prescribed by law or by an existing Board policy, and
- (b) Board of Education is without authority to act.

Title IX & Student/Sexual Harassment

1058 Fifth Avenue
Jonesboro, Georgia 30236
(770) 473-2700
Latasha Lowe, Legal Compliance Officer
latasha.lowe@clayton.k12.ga.us

Disabled Employees/Americans with Disabilities Section 504 and Title II

1058 Fifth Avenue
Jonesboro, Georgia 30236
(770) 473-2700
Damaris P. Garrett
Equity and Compliance Director
damaris.garrett@clayton.k12.ga.us

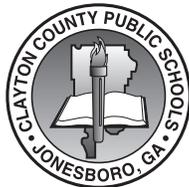
Disabled Students and Mem-

bers of the Public - Section 504

1058 Fifth Avenue
Jonesboro, Georgia 30236
(770) 473-2700
Cheri-Ann Taylor, Lead Psychologist and 504 Contact
cheri-ann.taylor@clayton.k12.ga.us

Athletics - Gender Equity

Tara Stadium, 1055 Battlecreek Road
Jonesboro, Georgia 30236
770-473-2845
Kevin May, Director of Athletics
kevin.may@clayton.k12.ga.us



Clayton County Board of Education Members

Dr. Pam Adamson, *Chair*
Dr. Alieka Anderson, *Vice-Chair*

Mary Baker
Ophelia Burroughs
Mark Christmas
Jessie Goree

Judy Johnson
Benjamin Straker
Victoria Williams

Dr. Morcease J. Beasley, *Superintendent of Schools*

The Clayton County Board of Education does not discriminate on the basis of sex (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976), age (Title XXIX of the Age Discrimination Act of 1967), religion, race, color, national origin (Title VI and VII of the Civil Rights Act of 1964), or disability (Section 504 of the Rehabilitation Act of 1973).

Prepared & Provided by the Division of Support Services and Federal Programs of Clayton County Public Schools.