



CLAYTON COUNTY PUBLIC SCHOOLS
"Building a Better Tomorrow, Today!"

Student HANDBOOK

Dr. Anthony W. Smith, Superintendent/CEO of Schools



**SCHOOL YEAR
2024-2025**



Vision Statement

The vision of Clayton County Public Schools is to prepare ALL graduates to have the skills to pursue and accomplish college, post-secondary training, and/or career opportunities in order to live and compete successfully in a global society.

Mission Statement

The mission of Clayton County Public Schools is to empower scholars to achieve academic, professional, and personal goals by providing equitable access and experiences that build skills in literacy, creativity, critical thinking, and collaboration.

ATTENDANCE


WHY IT IS IMPORTANT?

89% or Below
Drastic Effect
on Academic
Achievement

96%-90%
Cause for
Concern

100%-97%
Excellent!!!

Attendance	Days Absent	Weeks Absent	Lessons Missed
95%	9 days	2 weeks	50 lessons
90%	19 days	4 weeks	100 lessons
85%	29 days	6 weeks	150 lessons
80%	38 days	8 weeks	200 lessons
75%	48 days	10 weeks	250 lessons
70%	57 days	11.05 weeks	290 lessons

 **ACHIEVE TEAM**
ATTENDANCE MATTERS!
ALL DAY EVERY DAY!



CLAYTON COUNTY PUBLIC SCHOOLS

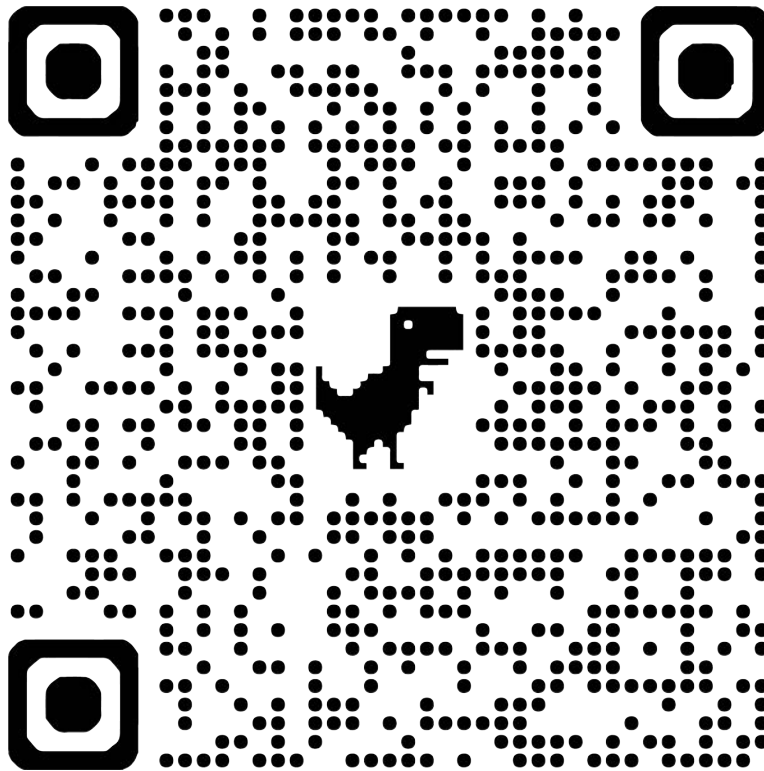
"Building A Better Tomorrow, Today!"

STUDENT/ PARENT HANDBOOK ACKNOWLEDGMENT FORMS

**PROMPTLY SCAN TO
COMPLETE AND SIGN THE
REQUIRED DOCUMENTS:**

This Parent and Student Handbook is a blueprint for success, it contains valuable information for the parent/guardian and your student scholar to ensure success. This success is dependent upon mutual respect and a clear understanding of rights and responsibilities. I acknowledge that I have been provided access to a copy of the student handbook which contains copies of the Student Code of Conduct, Attendance Policy, Acceptable Use of CCPS Digital Resources, Family Educational Rights and Privacy Acts (FERPA), the current and complete school Uniform Dress Code, The Protection of Pupil Rights Amendment (PPRA) Notice, and Complaints and Grievances Process.

[eSignature Link](#)



2024-2025

Dr. Anthony W. Smith
Superintendent/CEO of Schools



CLAYTON COUNTY PUBLIC SCHOOLS

Building A Better Tomorrow, Today!



2024-2025 SCHOOL YEAR CLEAR BOOKBAG MANDATE F.A.Q.

CCPS MANDATES CLEAR BOOKBAGS FOR 2024-2025 SCHOOL YEAR FOR ALL GRADE LEVELS

Clayton County Public Schools (CCPS) is excited to welcome back students for the first day of school on Thursday, August 1, 2024. In preparation for the return to school, please be reminded that the district will only allow students to carry clear bookbags for the 2024-2025 school year. This decision is for the safety of all students and staff and applies to students in all grade levels.

The district will not provide clear bookbags to all students. Parents/ guardians are required to purchase clear bookbags for their child(ren). For a full list of school supplies and student uniform details, please visit the website of the school your child(ren) is enrolled to attend.

1. **How does this apply to athletes who carry duffle bags to and from school? Are they not permitted to have duffle bags on campus?**
 - Student-athletes with equipment/duffle-type bags are expected to follow a process whereby the bags are turned over to the sport/activity's coach/sponsor upon arrival at school for secured storage until the bags are needed for the activity.
2. **What about lunch bags and purses? Do they have to be clear too?**
 - Lunch bags/boxes or purses do not have to be clear; however, these items will be subject to safety searches at any time. Purse-type backpacks are not allowed.
3. **Can bookbags be clear with designs on them?**
 - Yes. Bookbags can have designs on them. These designs should not completely obscure visibility into the bag.
4. **Is this mandate for all grade levels or only grades 3-12?**
 - All Pre-K through 12th grade students are required to have a clear bookbag.
5. **Will students be allowed to use lockers during the upcoming school year?**
 - Locker usage will be allowed. This will be a localized decision based on school by school leadership and safety measures.



Clayton County Public Schools

Office of the Superintendent

1058 Fifth Avenue • Jonesboro, Georgia 30236 • (770) 473-2700

DR. ANTHONY W. SMITH

Superintendent/CEO of Schools

Dear Parents and Students:

Speaking for the members of the Clayton County Board of Education and the nearly 7,000 district employees, it is my privilege and my honor to welcome you to Clayton County Public Schools for the 2024-2025 School Year!

There is a special energy that accompanies the beginning of a new school year. It is a time for new opportunities, clean slates, and an outlook bright with promise. Our district administrators, working with school-level personnel, have been discussing how we can capture the momentum of the past academic year and continue the great work begun. To accomplish this, school district personnel and CCPS families must be deeply involved for any kind of continued growth to take place. I firmly believe that there is always room for improvement in addressing the needs of our students and their families, our employees, and our stakeholders.

We know the children of our community are vibrant, talented, and have great potential. They are born with inquiring minds, and we must commit to nurturing that natural sense of inquiry by providing them with quality and engaging opportunities to learn.

In addition, we must provide our students with a safe environment for learning opportunities and provide our employees with a secure facility in which to work. I am fully committed to this mission and will continue to take the steps necessary to accomplish this. I ask you, as parents and guardians, to continue to partner with us. We filled the pages of this handbook with important information regarding district policies and our *Student Code of Conduct*. Parents/guardians and students should review the contents of this handbook together. Questions should be directed to your child's school.

We anticipate a wonderful, productive school year filled with rich academic experiences. We appreciate your cooperation and support, and we welcome your suggestions and ideas for improvement.

Once again, we welcome your participation and support this 2024-25 school year. By working together, we will continue to build and enhance a foundation for academic success that will extend beyond the classroom and into our communities, accomplishing our mission of ***Building a Better Tomorrow, Today!***

Sincerely,

Dr. Anthony W. Smith, Ed.D.

Superintendent/CEO of Schools



Foreword

This 2024-2025 Parent and Student Handbook serves a blueprint for student success. The handbook contains information for parents, guardians, and students of Clayton County Public Schools. We urge parents and guardians to read and discuss this handbook with their children. It is not possible for this handbook 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 handbook.

Clayton County Public Schools has established a district-wide theme of Building a Better Tomorrow, Today. The CCPS district is providing boundless opportunities for its students to prepare to live and succeed in a global economy through an innovative, technology-based, STEM & STEAM approach to education. 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 Strategic Improvement Plan, which is the direct result of the work of multiple stakeholder groups working in collaboration with the Clayton County Board of Education and the district's leadership. 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/about/plans_and_reports.

In addition, Clayton County Public Schools seeks to increase student learning by focusing on five priorities! Our priorities are as follows:

1. Cultivate School Safety Culture & Promote Positive Working Environment
2. Increase Academic Achievement
3. Bolster Financial Stability
4. Strengthen Organizational Structure
5. Enhance Infrastructure & New Facilities

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 students 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).

CLAYTON COUNTY PUBLIC SCHOOLS

English	If you require assistance with this document in a language other than English, please contact 770-473-3232 or e-mail Interpreter@clayton.k12.ga.us
العربية: (Arabic)	الالكتروني بالعنوان او 770-473-3232 الهاتف بالرقم الاتصال يرجى الإنجليزية، غير اخره لغة في المساعدة يلزمكم كان ا Interpreter@clayton.k12.ga.us
中国的: (Chinese)	如果您要求把这份文件翻译成中文，请致电 770-473-3232 或发电子邮件 到 Interpreter@clayton.k12.ga.us
Français: (French)	Si vous avez besoin d'aide avec ce document en une langue autre que l'anglais, veuillez communiquer avec nous au 770-473-3232 ou au Interpreter@clayton.k12.ga.us
Português: (Portuguese)	Se precisa de ajuda neste documento em outra lingua que nao seja o ingles, por favor, entre em contato pelo telefone 770-473-3232 ou por email no Interpreter@clayton.k12.ga.us
Español (Spanish)	Si necesita ayuda con este documento en otro idioma además del inglés, por favor comuníquese al 770-473-3232 o por correo electrónico Interpreter@clayton.k12.ga.us
اردو: (Urdu)	میل ای یا 770-473-3232 کریں رابطہ مہربانی براہ تو ہے، ہوتی ضرورت کی مدد ساتھ کے زبان کسی علاوہ کے انگریزی میں دستاویز اس آپ
Tiếng Việt: (Vietnamese)	Nếu quý vị cần trợ giúp với tài liệu này trong một ngôn ngữ khác ngoài tiếng Anh, xin vui lòng liên hệ 770-473-3232 hoặc e-mail Interpreter@clayton.k12.ga.us

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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
1058 Fifth Avenue • Jonesboro, GA 30236
Email: latasha.lowe@clayton.k12.ga.us
770-473-2700

For further information on notice of non-discrimination, visit <https://ocrcas.ed.gov/contact-ocr> for the address and phone number of the office that serves your area, or call 1-800-421-3481



MEDIA AND TECHNOLOGY

PERMISSION FOR STUDENT INTERVIEWS AND MEDIA RELATIONS

On occasion, the Clayton County Public Schools (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 and 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, parent's names, or opinions on various topics.

By signing the media release (scan the QR Code on page 3), I indicate that 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 may include information that would otherwise be protected from district release as personally identifiable information of my student. Once collected, this information can be publicly accessed by individuals on or off campus by way of newspapers, television, radio, website, and other media.

I grant permission to the district and to anyone properly authorized by the district to interview, photograph, audio-record and videotape my student during regular school hours on school grounds, and at student activities 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 or 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 is associated with participating in media relations or interviews according to this form.

By signing the Acknowledgement and Permission forms on page 3, I acknowledge that I understand that the district makes every effort to ensure the experience is positive, yet the district may have limited control over what information is received and how it is used. Student may certainly refuse to answer any question that makes them 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 (past, present, and future officers), attorneys, agents, employees, predecessors and successors in interest, and assigns, hereinafter district release 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 releases 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 participation or as a result of its publication due to acts of passive or active negligence by district releases 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.

Providing your authorization is entirely voluntary. Sign the third page of the handbook only if you are in agreement with the terms outlined within this Permission for Student Interviews and Media Relations Form.

ACCEPTABLE USE OF CLAYTON COUNTY PUBLIC SCHOOLS' DIGITAL RESOURCES

I acknowledge as the signee of this document that the privilege to responsibly use Clayton County Public Schools' (CCPS) internal network (connection to the Internet and Wi-Fi) and its other digital resources is extended to me. I am responsible for good behavior and character online in the same manner expected in school buildings. Should problems or questions arise, I agree to seek help. 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, in addition to applicable discipline under the Student Code of Conduct. 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 and acceptable use is defined by the following guidelines.

Student Accounts

Students of CCPS are assigned their own accounts to [log into the CCPS Portal](#) and access various instructional applications. Students are responsible for maintaining and managing their accounts. 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 the Digital Citizenship section for information on protecting student account information. The CCPS Portal is a self-service portal. Students are responsible for claiming and managing their accounts. Students are responsible for resetting their own passwords. E-mail access for CCPS students will be disabled and deleted on the last day of enrollment.

Network Resources (Internet, Wi-Fi)

As we continue to integrate technology into our educational framework, Clayton County Public Schools (CCPS) is committed to ensuring that all digital resources are utilized in conjunction with the teaching program and student achievement. Our goal is to support instructional and curricular goals and assist students in developing the skills necessary to thrive as lifelong learners in a technologically advanced world. The information gathered via the Internet shall be directly related to educational purposes. This includes enhancing the teaching program, supporting instructional and curricular goals, and assisting students in developing skills essential for their ongoing education and future endeavors. All information accessed, shared, posted, maintained, and stored using the CCPS network must be for educational purposes only.

Privacy and Monitoring

Please be aware that users of the CCPS network do not have an expectation of privacy. To ensure compliance with our policies and maintain a safe online environment, CCPS will monitor and review network traffic without prior notice. This is to ensure that the network is used appropriately and effectively to support our educational mission and to protect our students.

Prohibited Conduct

All users of the CCPS network are expected to conduct themselves responsibly and ethically. The following activities are strictly prohibited:

- Accessing or transmitting content that is damaging to another's reputation.
- Sharing or posting material that is abusive, obscene, sexually-oriented, offensive, threatening, unlawful, or harassing.

Violations of this policy may result in disciplinary actions as outlined in the Student Code of Conduct. We can create a positive, respectful, and effective digital learning environment by adhering to these guidelines. We appreciate your cooperation and commitment to upholding these standards.

Device Care and Responsibility

The ELBC devices provided by Clayton County Public Schools are for academic purposes only. Students should take great care when using these devices. Students should always keep their devices and power cords under supervision. Students should never share devices or loan equipment to other students because the student assigned the device is primarily responsible for any device assigned to them by teachers or other school personnel.

Users should promptly report stolen equipment to school technology personnel and follow the procedures that are communicated to the student upon reporting the incident. In the event of loss or damage, CCPS reserves the right to charge for replacement equipment and/or not to issue a replacement computer or peripheral. The student and parent/guardian will be responsible for the replacement cost if the device is lost or damaged because of intentional misuse.

ALWAYS

- Carry devices at the bottom with the lid closed.
- Respect and uphold copyright laws (See Digital Citizenship).
- Care for devices as if you paid for them.
- Use appropriate academic language.
- Inform the teacher or other school authorities of any inappropriate language/behavior observed.
- Use extreme care when using touchscreen devices.
- Access only sites based on the directives of the teacher or other school personnel. All other sites are prohibited.
- Return devices to the proper storage area when not in use, if applicable (classroom carts).
- Understand that communication and transmission of information is trackable and traceable to the user.
- Use devices for district or educational purposes only. The devices are CCPS property and are subject to inspection at any time and without prior notice. All users will comply as requested.
- Charge devices at home every night.
- It is recommended that you keep your charger in a safe place. Do not loan your charger to anyone.
- Make sure you do not leave your device and charger unsupervised.
- Log into only your device.

NEVER

- Carry the laptop by the screen.
- Use inappropriate, obscene, profane, threatening, or disrespectful language on CCPS network resources or devices.
- Publish content without approval by appropriate school personnel.
- Participate on message boards, discussion threads, blog/ vlog threads, or in chat rooms without teacher supervision or direction.
- Deliberately access inappropriate content. All traffic is monitored.
- Access social media sites without appropriate approval.
- Cyberbullying is strictly prohibited.
- Access CCPS network, data, or devices without proper authorization.
- Eat or drink while using CCPS devices.
- Needlessly touch the screen or monitor.
- Accessing shareware is prohibited.
- Attempt to bypass security and content filters.
- Download or install software without approval from the Department of Technology.
- Alter or deface the asset tags or identifying stickers in any way. Never affix anything to the devices. Attempt to remove or change the physical structure of the computer or case. This includes keys, the screen cover, and the plastic casing.
- Loan your device to anyone or use another student's ELBC device.

Digital Citizenship

Digital citizenship is the norm for appropriate, responsible technology use. Students are to engage in safe, positive, legal, and ethical behavior when using networked devices. The school district expects students to conduct themselves responsibly and exercise safe practices when using digital resources at school and at home. Important elements of digital citizenship include but are not limited to the following guidelines:

- A digital footprint is permanent. Think before you hit send or 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 later regret.
- Be respectful in all electronic communications. Everything you post can be traced back to you. Never use digital resources to project anger to anyone. This type of behavior is considered Cyberbullying. Cyberbullying is defined as the use of digital devices, networks, and platforms to deliberately and repeatedly harm, harass, or intimidate others. Clayton County Public Schools is committed to fostering a safe and supportive learning environment that leverages technology responsibly and ethically. As a part of our dedication to digital citizenship, we emphasize that Cyberbullying is strictly prohibited and may result in the revocation of access to digital resources and disciplinary consequences under the Student Code of Conduct. If you witness or experience cyberbullying, report it to a trusted adult immediately. Do not engage or retaliate.
- Communicating with strangers online is dangerous. Never give out personal information online (your 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 unethical and illegal. Infringement occurs when an individual reproduces a work protected by copyright without permission from the creator. If you are unsure whether the use of the material is permitted, request permission from the copyright owner or seek guidance from school personnel. Never copy or 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.

Student Document Submission in Infinite Campus

Clayton County Public Schools understands that parental access to submitting and retrieving student information is a critical link in guiding and supporting students. To streamline processes and enhance efficiency, parents can complete student information electronically through Infinite Campus. By utilizing electronic submission, we reduce paper waste and increase the effectiveness of data submission. We appreciate your cooperation in adopting this more convenient and eco-friendly approach.

Infinite Campus Parent Portal Guide

The Infinite Campus Parent Portal is designed to help you stay up-to-date with your child's assignments, activities, and academic progress. You can view assignment details, track attendance, and print report cards. Teachers, counselors, and staff publish information as it is available, providing parents immediate access to student performance. You can log onto the Infinite Campus Parent Portal to view your child's information from anywhere Internet access is available. Schools post announcements, important notices, and meetings onto the portal, allowing busy families to schedule, plan, and stay informed.

Creating a Parent Account in the Infinite Campus Portal

Instructions for acquiring your username and password login credentials:

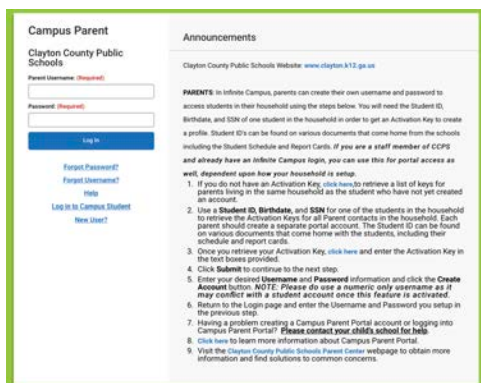
Parent Portal direct access:

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

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.

1. From the portal login page, select the "Click Here" link next to the text, 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 select the Activate Your Parent Portal Account. Now create your username and password.
2. The Activation Screen will display. This is where you enter the Activation Key you received in the previous step.
3. If you have already created an account and cannot log in, please contact your child's school for assistance.





PARENT AND STUDENT RIGHTS

CLAYTON COUNTY PUBLIC SCHOOLS DIRECTORY INFORMATION NOTIFICATION FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) a federal law, requires that Clayton County Public Schools (CCPS) with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, CCPS may disclose appropriately designated “directory information” without written consent, unless you have advised in writing to the contrary. Parent/guardian/eligible student may advise in writing by checking the appropriate box at the end of this notification, signing and returning it to our child’s school as directed below.

One purpose of designating certain personally identifiable information as directory information is to allow the Clayton County Public Schools to include information from your child’s education records in certain school publications. Examples include the following:

- A playbill, showing your student’s role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent. [Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]

The following information has been designated as directory information by Clayton County Public Schools:

- Student name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended

If you do not want Clayton County Public Schools to disclose any or all of the types of information designated above as directory information from your child’s education records without your prior written consent, you must select the appropriate box(es) below, sign, and date this notification and return it to your student’s school by August 31, 2023. This should be signed and submitted to your child’s school annually.

By signing the first page of the handbook, I request that Clayton County Public Schools not release the above-checked types of information regarding my child that has been designated “directory information” with my previous written consent.

If you have any questions, please contact the Department of Counseling, Enrollment & Post-Secondary Readiness’ Records Clerk, Mrs. Robin Campbell, robin.campbell@clayton.k12.ga.us

PARENT RIGHT TO KNOW TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

Clayton County Public Schools receive 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 teachers and paraprofessionals. Clayton County Public Schools is happy to provide this information and will do so as quickly as possible. At any time, you may request the following information:

- State qualifications and licensing criteria for the grade levels and subject areas in which a teacher provides instruction
- Emergency or provisional status through which state qualifications or licensing criteria have been waived for teacher Credentials regarding teacher qualifications in a specific field of discipline

You may also ask if your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information regarding the paraprofessional’s qualifications. The staff at your child’s school is committed to helping your child develop the academic knowledge and critical thinking required to succeed in school and beyond. This commitment includes making sure that all of our teachers and paraprofessionals are highly skilled. If you wish to request information concerning the qualifications of your child’s teachers or paraprofessionals, please contact the principal by phone or e-mail.

THE PROTECTION OF PUPIL RIGHTS AMENDMENT (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 but are not limited to the right to:

Consent before students are required to submit a survey that concerns one or more of the following areas of “protected information” 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 parents or guardians
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 the opportunity to opt students out of the following activities:

1. Any other protected information survey, regardless of funding
2. Any nonemergency, 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, or any physical exams or screening permitted or required under State law
3. Activities involving the collection, disclosures, or use of personal information obtained from students for marketing, to sell, or to otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

Inspect upon request and before the administration may use the following materials:

1. Protected information surveys of students created by a third party
2. Instruments used to collect personal information from students for 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.

Clayton County Public Schools has developed policies, in consultation with parents, 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. The District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys.

Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office • U.S. Department of Education
400 Maryland Avenue, SW • Washington, D.C. 20202

Language Access 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 for schools and departments to enhance communication.

Other support services are provided to international parents and families. Please visit the **International Center** webpage for more information.

Sign Language Interpreters

Clayton County Public Schools offers sign language interpreters at no cost to parents. Parents can request services from school officials at the Department of Exceptional Students at 770-473-2700 or emailing des@clayton.k12.ga.us.

Clayton County Public Schools 2024 - 2025 Parent and Family Engagement Plan

What is Parent and Family Engagement?

Parent and Family Engagement means the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, ensuring that:

- Parents play an integral role in assisting their child’s learning.
- Parents are encouraged to be actively involved in their child’s education.
- Parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- Other activities are carried out, such as those described in Section 1116 of the Every Student Succeeds Act (ESSA)

About the Parent and Family Engagement Plan

In support of increased academic achievement, Clayton County Public Schools (CCPS) has developed a Parent and Family Engagement plan that establishes the district's expectations for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools. Furthermore, this plan will describe the district's commitment to engage families in the education of their children and to build the capacity of its Title I schools to implement family engagement strategies and activities designed to reach the district's goals for increased student academic achievement.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer, and enjoy school more. Title I, Part A provides for substantive parent and family engagement at every program level, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of ESSA contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. CCPS will work with its Title I schools to ensure that the required school-level parental and family engagement policies meet the requirements of Section 1116 (b) and include, as a component, a school-parent compact consistent with Section 1116 (d) of ESSA.

Jointly Developed

In February, March, April, and May 2024, all parents including parents of homeless, migrant, neglected, and delinquent children, as well as parents of children served by Title I and attending private schools, were invited to participate and provide suggestions and ideas to improve the Title I Parent and Family Engagement Plan for the 2024-2025 school year. During this meeting, parents also reviewed and discussed the Comprehensive LEA Improvement Plan (CLIP) and the District Plan of Support for the 2024-2025 school year. Parents were notified of the meetings via several communication channels, including Channel 24 (CCPS closed-circuit TV station), district and school websites, and flyers distributed throughout the community and the district office. In addition, parents submitted their feedback via U.S. mail, email, electronic surveys, and fax.

Upon final revision and acceptance, the district parent and family engagement plan was incorporated into the CLIP and submitted to the Georgia Department of Education. Parents may provide feedback regarding the plan at any time by submitting written comments to their child's school or to the Office of Federal Programs. All feedback received is considered when revising the Parent and Family Engagement Plan for the current school year.

To ensure distribution of the plan, the CCPS Parent and Family Engagement Plan is posted on the district website, published in the Title I Parent Handbook, and made available in all Title I Parent Resource Centers and Clayton County Public Libraries. Stakeholder meetings are also scheduled quarterly to review and provide suggestions for the Title I Parent and Family Engagement Plan, and the plan is reviewed during Title I Parent Academy meetings.

Opportunities for parents to express concerns, ask questions or voice complaints are outlined in the Clayton County Public Schools Complaint Procedures, located in the Title I Parent Handbook and on the district's website.

Strengthening Our School

This year, the Executive Director of Federal Programs, Title I Coordinating Supervisor, and designated Title I Programs Specialists will provide technical assistance and support to all Title I schools to ensure parent and family engagement requirements are being satisfied, and effective parent and family engagement strategies and activities are being implemented. At each Title I school, the principal is the designated contact responsible for the implementation of parent and family engagement requirements. Schools may use Title I funds to hire a Title I Parent Liaison to further support parent and family engagement.

The Office of Federal Programs will provide each Title I school with timely communication, on-site support for monitoring and compliance, and resources to help improve and strengthen parent and family engagement practices. Schools will receive on-going support for effective planning, implementation, and evaluation of their Parent and Family Engagement program. Additionally, the Office of Federal Programs will provide job-embedded professional development to assist Title I Parent Liaisons and other Title I Contacts with building parent and staff capacity to increase student achievement. During the 2024-2025 school year, meetings will be held face-to-face, though virtual meetings for technical support may be scheduled.

Reservation of Funds

CCPS will reserve 1% from the total amount of Title I funds it receives in the 2024-2025 school year to carry out the parental involvement requirements listed in this plan, and as described in Section 1116 of ESSA. Furthermore, CCPS will distribute 90% of the amount reserved to all Title I schools to support their local-level parent and family engagement programs and activities. The district will provide clear guidance and communication to assist each Title I school in developing an adequate parent involvement budget that addresses their needs assessment and parent recommendations. The Office of Federal Programs ensures this set-aside is used for parental involvement by monitoring the budget development process at each school to ensure that sufficient funds have been allocated for parent and family engagement activities and by monitoring expenditures every month for each Title I school.

In addition to the 1% set aside, schools use Title I funds to operate and maintain Title I Parent Resource Centers, to hire Title I Parent Liaisons, and to print parent and family engagement documents. Additionally, Title I funds are used to purchase supplies and materials for parent activities and to advertise parent workshops and school-wide events.

Each school will host Title I meetings for parents to provide suggestions on how these parental involvement funds will be used in the upcoming year at the district and school-level. Comment cards and evaluations from these meetings will be reviewed by the district to determine areas of need for the upcoming school year and consider changes to the parental involvement budget.

Opportunities for Parent Consultation

Input and suggestions from parents are an essential component of the district and school improvement plans that are developed each year. All parents of students eligible to receive Title I services are invited to attend meetings described in this section to share their input and suggestions to help the district, schools, and students reach our student academic achievement goals.

School Title I Parent & Stakeholder Meetings: (Fall 2024 & Spring 2025)

During the Fall of 2024, Title I schools will host stakeholder input meetings, held at a variety of times to accommodate stakeholder availability. All parents and other stakeholders are welcome to provide input for the school's Title I Schoolwide Plan, Title I Targeted Assistance Plan, Parent and Family Engagement Plan, School-Parent Compact, 1% Parental Involvement Budget, and Building Staff Capacity.

During the Spring of 2025, Title I schools will host roundtable meetings, also held at a variety of times to accommodate stakeholder availability. All parents and stakeholders will engage in open forum discussion about the design and goals of the school's parent engagement program.

Each Title I school will advertise all parent and stakeholder meetings in a variety of formats, including but not limited to: announcements on the school website, posts on school social media accounts, flyers home sent via students, and call posts.

In March 2025, the district will collaborate with each Title I school to conduct a survey for parents and stakeholders to provide valuable feedback and input. The survey will contain questions related to the parental involvement budget, as well as a section for parents to provide comments.

District Title I Parent & Stakeholder Meetings: (Quarterly)

CCPS will host district-level stakeholder input meetings at a variety of times and locations to accommodate stakeholder availability. Attendees will have the opportunity to hear the latest updates from the Office of Federal Programs, as well as review and provide input on the CCPS Title I Parent and Family Engagement Plan, the district 1% Parent and Family Engagement Budget, and the CLIP for the upcoming school year.

Notices regarding these meetings, as well as the Parent and Family Engagement Plan, will be posted on the CCPS website at www.clayton.k12.ga.us. The district will also advertise these meetings through a variety of channels, including but not limited to: Channel 24, CCPS School Messenger, Infinite Campus Parent Portal, and announcements at various school and community events.

Parent input on the use of Title I funds and suggestions concerning parental involvement activities also may be provided through the Title I Parent and Family Engagement Survey.

Building Capacity

Clayton County Public Schools will build partnerships between its Title I Schools, families, and community with the goal of developing mutual support for student achievement. To develop capacity for this support, CCPS will implement a variety of family and community engagement initiatives.

Building Parent Capacity

CCPS will provide families with information about the overall Title I program and its requirements. The district works with its Title I schools to help families understand academic expectations for student learning and progress. Specific information on the State's challenging academic standards, and local and state assessments—including alternative assessments, will also be provided through district Title I Parent Academy workshops. The district also offers assistance to parents in understanding use of its online student information system and other digital resources. Notifications about these opportunities will be posted on the district website and shared through school messaging systems, newsletters, and social media postings.

The district website has a section, entitled The Parent Toolkit, that has resources and materials such as parent guides, study guides, practice assessments, and materials for at-home learning. Hard copies of these materials will be available at all Title I schools, and copies will be provided in a preferred language as needed.

Each Title I school notifies parents of the academic status of the school annually. The information is also posted in each Title I Parent Resource Room. The information is used to give parents a voice in defining and attaining the school's academic goals.

The CCPS Title I Parent Advisory Council, made up of parent representatives from each Title I school, advises the district and schools on all matters related to family engagement. Community leaders and business partners are also invited to serve on the council. The participation of all of our partners is encouraged through video conferencing and recording options to accommodate varying schedules.

CCPS coordinates and integrates the district's family engagement programs under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs such as, the Head Start program, Georgia Pre-K, and other federal and state funded preschool programs in the district. The district will invite faculty and staff from those programs to attend planning meetings focused on family engagement activities. In addition, CCPS heavily promotes kindergarten registration using district and community media outlets.

In the spring, schools will host Kindergarten Round-up days, Middle and High School Transition Nights, and College and Career Fairs so parents may receive information to help prepare them and their children for the next life stage.

Building School Staff Capacity

The Office of Federal Programs will conduct monthly training during the school year for Title I Parent Liaisons and Title I Contacts to learn and discuss strategies to increase family engagement, improve school-family communication, and build ties with parents and the community. The information from the training sessions will be used by the liaison and the building leadership to deliver professional development to the faculty and staff of Title I schools. The Office of Federal Programs will also provide technical support for building staff capacity in each Title I school.

To ensure that information related to district, school, parent programs, and activities is available to all parents, each Title I school is required to send home and post online information for parents and family members in an understandable language and uniform format. At the beginning of the year, school staff will be trained on parent notifications and resources to be sent home in parents' preferred language, where applicable, and provide interpreters at parent events and meetings. Information posted on the district website will be translated to the extent practicable. The district will also utilize school phone call systems, district and school websites, local news media, and social media to post information for parents.

Parent and Family Engagement Evaluation

In order to measure the effectiveness of the CCPS Title I Parent and Family Engagement Plan and activities, an annual district-wide parent survey will be administered in the Spring of 2025.

Beginning in March, all Title I schools will send home a survey for parents to provide valuable feedback regarding the parental involvement activities and programs. These surveys will also be posted on the district and school websites for parents to complete. In addition to the annual survey, each Title I school will also use the Title I parent and stakeholder meetings to gather feedback on the content and effectiveness of the Title I School-wide or Targeted Assistance plan, the Title I Parent and Family Engagement Plan, and the CLIP.

The school district will use the findings from the school and district meetings and survey results to design strategies to improve effective parent and family engagement, to remove possible barriers to parent participation, and to revise its parent and family engagement policies.

Accessibility

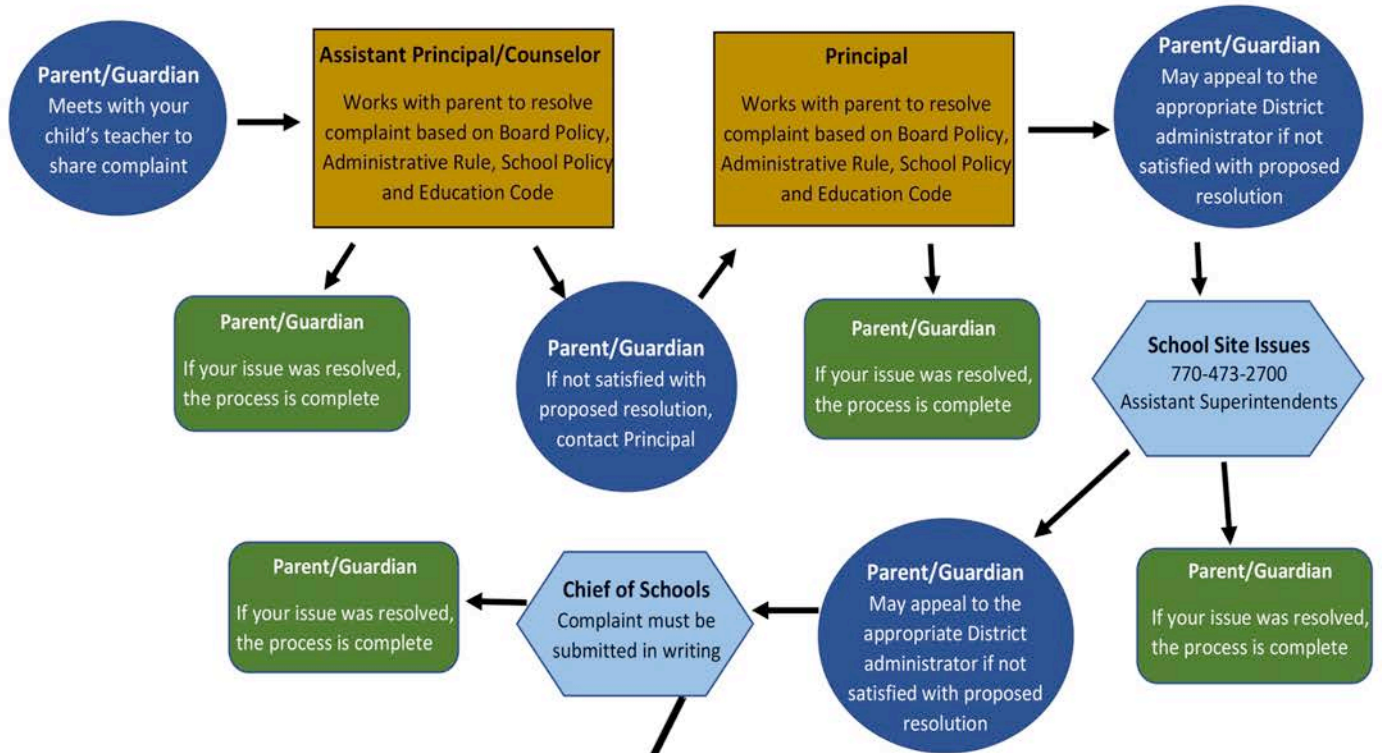
In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the district's Office of Federal Programs will communicate and collaborate with the Office of Student Services and Federal Programs, the Office of Curriculum, Instruction, and Assessment to ensure full opportunities for parent and family participation. This includes parents with limited English proficiency, parents with limited literacy, parents with disabilities, parents who are economically disadvantaged, or are of any racial or ethnic minority background, and parents of migratory children. CCPS will provide information and school reports in a language parents can understand.

Adoption

CCPS Title I Parent and Family Engagement Plan was reviewed and revised with the input of CCPS staff, parents, and community members. This Plan was adopted by the Clayton County Public School District on July 1, 2024 and will be in effect for the period of one year. The school district will distribute this plan to all parents of participating Title I, Part A children before August 19, 2024. It will also be published in the Title I Parent Handbook and the CCPS website, and copies will be available in all Title I Parent Resource Rooms.



Clayton County Public Schools Complaint Resolution Process



Step by Step Process to resolve issues and concerns within Clayton County Public Schools

1. Using Board Policy, Rules and Georgia Education Code, administrators will assess new information presented during conference with the parent.
2. It is the goal of CCPS to work with parents and staff to resolve all concerns and/or complaints at the school or department site. The District will always refer parent and staff to the principal or director as a first attempt to resolve the issue.
3. A cabinet-level administrator will evaluate the process legality of the original decision. This is the final meeting with parent.

FINAL APPEAL

Should the parent/staff member appeal to the decision of the cabinet-level administrator, the Superintendent/Deputy Superintendent will review the case file. The Superintendent/Deputy Superintendent will issue a final decision regarding the appeal, and a meeting will only be scheduled with the parent/guardian at the Superintendent/Deputy Superintendent discretion.

Clayton County Public Schools

2024-2025 School Calendar

Legend

- Holiday/System Closed
- Holiday/Election Day
- New Teacher Orientation
- Pre-/Post-Planning
- First Day/Last Day
- Staff Development Day
- ELBC Days

Holidays

- Sept. 2: Labor Day
- Oct. 7-11: Fall Break
- Nov. 5: Election Day/Day Off
- Nov. 25-29: Thanksgiving Break
- Dec. 21-Jan. 3: Semester Break
- Jan. 6: Staff Development
- Jan. 20: MLK Day
- Feb. 14: Staff Development
- Feb. 17: President's Day
- Mar. 14: Staff Development
- Apr. 7-11: Spring Break
- May 26 Memorial Day
- June 19: Juneteenth

July 2024

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August 2024

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September 2024

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October 2024

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November 2024

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December 2024

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January 2025

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March 2025

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April 2025

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May 2025

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June 2025

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29	30	31				

2024-2025 Extended Learning Beyond the Classroom Days (ELBC)

○ September 13, 2025 ○ January 31, 2025

(ELBC days are virtual instructional days for students and a planning/professional development day for teachers.)



DEPARTMENT OF COUNSELING ENROLLMENT AND POST SECONDARY OPTIONS

The Clayton County Public Schools (CCPS) counselors are dedicated to helping all scholars become independent lifelong learners. The Counseling, Enrollment, and Post-Secondary Readiness Department, inclusive of all CCPS elementary, middle, and high school counselors, provides direct and indirect services and consultation to all schools, staff, and personnel on research and evidence-based interventions and strategies that support the academic, social-emotional, and post-secondary success of all students enrolled in Clayton County Public Schools. Additionally, they advocate for scholars holistically by implementing a Comprehensive and Developmental School Counseling program aligned with the American School Counselors' Association (ASCA) for School Counseling. The program is inclusive of innovative, proactive, empowering, and preventive strategies that are research and evidence-based.

The four major program components of the Comprehensive School Counseling Program are the School Counseling Curriculum, Individual Student Planning, Responsive Services, and System Support. School counselors provide services to students, parents, school staff, and the community in the following areas:

- Direct Student Services: Direct services are in-person interactions between school counselors and students and include the following:
- School counseling core curriculum: This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes, and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classrooms and group activities.
- Individual student planning: School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.
- Responsive services: Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.
- Indirect Student Services: Indirect services are provided on behalf of students due to the school counselors' interactions with others, including referrals for additional assistance, consultation, and collaboration with parents, teachers, other educators, and community organizations.

School Counselors Promote and Student Self-Advocacy

The American School Counselors Association's (ASCA) Mindsets & Behaviors are centered on three domains—academic, career, and social and 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 assist students with Health and Wellness through the following practices:

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

CCPS counselors develop Comprehensive Site-based School Counseling Programs' support the district's mission and vision and promote active student engagement, academic achievement, social and emotional development, and postsecondary 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 Standards for School Counseling, and ASCA 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' abilities to realize academic potential, achieve optimal personal growth, acquire positive social skills, and establish postsecondary and career goals; school counselors are vital to student growth and progression into positive, productive citizens in a globally competitive economy.

The Department of Counseling, Enrollment & Post-Secondary Readiness is dedicated to helping the whole child succeed through the promotion of student engagement and learning, school readiness, academic achievement, social and emotional development, a positive school culture, and college and career readiness success. This department actively leads the development, implementation, coordination, oversight, and daily operations of the district's systemic and school based culturally competent Comprehensive School Counseling Programs, the Strategic Student Enrollment Management Plan, postsecondary readiness programs and initiatives, and mentorship. The department's core operations are detailed below:

- The District's elementary, middle, and high school counselors are uniquely trained to address all academic, career and social and emotional needs to make a positive impact on student achievement, attendance, and behavior. This is inclusive of the District's Systemic and School Based Culturally Competent Comprehensive School Counseling Programs.
- The CCPS Strategic Enrollment Management Plan encompasses a systemic unified virtual registration, enrollment, and withdrawal process that actively engages schools, parents, and the community to promote school readiness and parent awareness.
- The CCPS School Mentorship Program increases the positive relationships students have in their lives, while also promoting factors that can lead to educational success such as connectedness to the school environment and peers, improved relationships with teachers and staff, improved feelings of academic competence, and greater access and use of other supports including tutoring, credit tracking, counseling, and postsecondary planning.

NEW STUDENT ADMISSIONS AND WITHDRAWALS

Clayton County Public Schools Online New Student Registration & Enrollment Process

Clayton County Public Schools utilizes the Online Registration (OLR) electronic application for enrolling students. The Online Registration tool and process affords parents, guardians, and caregivers new to the district with the opportunity to register student(s) for attendance at Clayton County Public Schools twenty-four hours a day, seven days a week. Online Registration (OLR) is Internet based and easily accessible on any handheld device or computer.

Requirements for Online Registration.

To effectively access the OLR, the following items are necessary:

Internet Access

A valid email address

A computer with a processor speed of 500Mhz or better (MAC or PC)

Adobe Reader™ - this is a free document reader available for download on the web at <https://get.adobe.com>

How do I set up a new email account?

Internet Search Engine - Links to Establish an Email Account

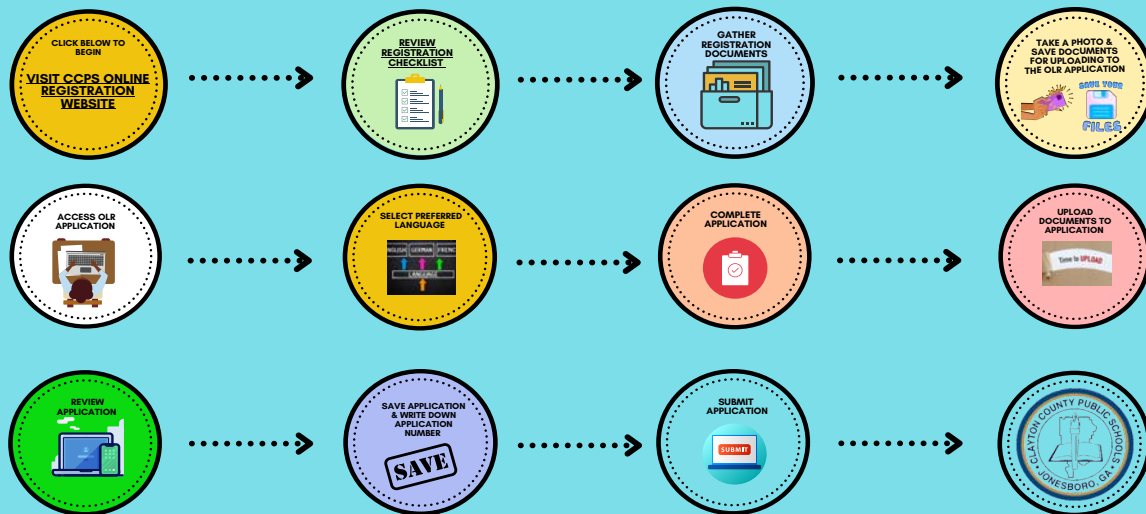
Google - Create Google Email Account

Yahoo - Create Yahoo Email Account

MS Outlook - MS Outlook Email Account

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.

The online registration process is as follows:



REGISTRATION BY PHONE:

Office: (404)361-3428 • Days: Mon.-Friday • Hours: 8:30 am-12:00 pm & 1:00 pm-4:30 pm

In the absence of technology, families may call directly to complete the registration process with the Registrar beginning on June 3, 2024. School can help parents or guardians to complete the online application over the phone.

Applications can be completed using any of the following methods:

- Personal Computer or Laptop
- Tablet
- Smart Phone

If, in fact, a family has one of the above devices, we encourage them to use the following link in order to access the Online Registration (OLR). If a family does not have their own device, they are encouraged to work with others in navigating through the OLR Process.

Telephone Registration
For Families Without Technology



REQUIREMENTS FOR ENROLLMENT

Authority to Enroll

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 a 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.

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.

A grandparent with a 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.

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:

- 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;
- a non-relative who is approved as an agent by a child placing agency; and
- a nonprofit entity or faith based organization.

Powers of attorney under, **O.C.G.A. § 19-9-122**, are valid for one year, except for in the case of grandparents.

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.

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. 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 parent or legal guardian's 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:

- A parent or legal custodian is unable to provide care due to the death of a parent or legal custodian;
- A serious illness or terminal illness of a parent or legal custodian;
- The 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;
- The inability to locate the parents or legal custodians;
- The loss or inhabitation of the child's home as the result of a natural disaster
- 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:

- Students who have attained the age of five by September 1;
- Students who have not reached the age of 21 by September 1;
- Students who have not received a High School Diploma or the equivalent;
- Students re-enrolling after dropping out, including students who are married, parents, or pregnant. Students that have dropped out of school for one quarter or more are eligible to enroll in the appropriate general education programs unless they attain the age of 20 by September 1;
- Special Education students shall be eligible for enrollment in appropriate education programs through age 21, or until the last day of the semester in which they turn age 22 or until they receive regular High School Diploma; 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. Entitlement to Free Appropriate Public Education (FAPE) ends upon reaching age 22 or graduating with a regular diploma, whichever comes first. If the adult student with the disability turns 22 years of age during the summer up to September 1st of the fall semester, or during winter break up to January 1st of the spring semester, the student will be exited or graduated during the preceding semester.

Age Eligibility for Kindergarten & 1st Grade:

Per the Georgia Department of Education, a child must be five years old on or before September 1 for enrollment in the appropriate general education program. School systems must verify age before enrollment.

Exceptions to Age Eligibility for Kindergarten & 1st Grade:

Students who were legal residents of one or more other states or countries for a period of two years immediately prior to moving to Georgia and who were legally enrolled in a public kindergarten or first grade, or a kindergarten or first grade accredited by a state or regional association or the equivalent thereof, provided that the Kindergarten is five years old by December 31; or the first grader is six by that date will be eligible for enrollment. School personnel will be required to verify the student's information with the previous school district and age prior to enrollment.

Evidence of Date of Birth

Other than students specifically exempted by State Board rule or by State or Federal 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 verifies the student's date of birth:

- Proof of Age (birth certificate, certified hospital issued birth record)
- A military ID.
- A valid driver's license.
- A passport.
- An adoption record.
- A religious record signed by an authorized religious official.
- An official school transcript; or
- 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.

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.

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.

Once a student has successfully enrolled in any publicly-funded Georgia school by providing evidence as 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.

The parent or guardian must provide the following documentation for enrollment:

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 a Social Security number or declining to apply for a Social Security number.

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.

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.

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. There is no mandated reciprocity between states unless the student is a dependent of military personnel.

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 that a child is homeless, the child can remain in the school where the student was enrolled when the homelessness began. Alternatively, the child may enroll in the school zone where the student currently resides. 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 (other than those who meet the McKinney Vento Act criteria) can be shown by providing two or more of the following items:

- a. Home ownership title in the name of the parent, guardian, or enrolling person for the location of the legal residence.
- b. A home purchase agreement current within the past year.
- c. A residential property tax statement or bill within the past year in the name of the parent, guardian, or enrolling person for the location of the legal residence.
- d. A homeowner's insurance policy, warranty, or quit claim deed current within the past year in the name of the parent, guardian, or enrolling person for the location of the legal residence.
- e. A lease or rental agreement current within the past year that include the name, address, and/or telephone number of the lessor.
- f. A monthly utility statement that is current within the last 45 days (gas, telephone, power, water, and sewer) which evidences the location of the legal residence.
- g. Current within the last 45 days paycheck stub in the name of the parent/guardian/enrolling person for the location of the legal residence.
- h. 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 is available or the documentation submitted is insufficient in the opinion of the school system to verify a legal residence within the attendance zone, the principal or designee may require the parent or guardian claiming residency to complete a sworn and notarized statement of legal residence by the enrolling person and the residence owner or leasing agent that is valid for 60 days until the residency documents can be obtained.

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.

Attendance Zones

Students must attend school in the attendance zone where their parents, legal guardians, or student (if 18+ and living independently or an emancipated minor) reside. Students may not attend other schools in the system except when granted approval through the student transfer process.

SB42 The Dexter Mosley Act

The Dexter Mosely Act authorizes home study students in grades 6-12 to participate in extracurricular and interscholastic activities in the student's resident public school system. The law is codified in **O.C.G.A. § 20-2-319.6**. No home school students should attend activities, workouts, practices, or competitions until they are fully registered. The following includes important information required for home-schooled students to participate in athletic and extracurricular activities:

Georgia Department of Education Guidance Document

<https://drive.google.com/file/d/1j6Jj1IsV54cuS4xExxaSfACgiMX97-S6/view>

Enrolling Parent, Guardian, or Caretaker

The enrolling parent, guardian, or caretaker must submit the following documents to the principal of the school in the attendance zone of their residence indicating the intent to enroll the student under SB42. This packet shall include the following documents:

- A copy of the student's most recent annual progress report as provided in Georgia's requirements for home school programs to include the instructor's individualized assessment of the student's academic progress in all courses (reading, language arts, mathematics, social studies, and science).
- A written verification by the home school instructor that the student is currently receiving a passing grade in each home study program course and is maintaining satisfactory progress towards advancement.
- A current copy of the student's transcript including the number of cumulative units earned to date.

Once the parent, guardian, or caretaker has submitted the packet to the principal of the student's zoned school, students can be registered through the CCPS Online Registration Application, and all enrollment documents uploaded. Alternatively, contact the zoned school to schedule an appointment to complete the enrollment and registration process.

Verification of Student Demographic and Emergency Contact Information

For the 2024-2025 school year, the parents of returning students will be required to verify their household demographic and emergency contact information. Enrolled students and a parent, guardian, or caregiver are expected to be full-time Clayton County residents while the student attends Clayton County Public Schools. When parents, guardians, or caregivers share physical custody, residency will be determined by the residence in which the student primarily resides at least 51% of the time. The district may request custody documents as needed to verify residency. A school system representative may visit the address provided by the parent, guardian, or caregiver 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, or caregiver was untruthful on residency documents.

Emergency Contact Information:

Up to date emergency contact information is essential for all students. Therefore, parents will be required to update emergency contact names, addresses, phone numbers and email addresses for the 2024-2025 school year. All updates will be made through the Parent Portal.

Georgia High School Athletic Association Eligibility

Please view the Student and Eligibility information on the following website: <https://www.ghsa.net/>.

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 thirty calendar days while awaiting evidence of local requirements. The provisional enrollment period may be extended for extenuating circumstances at the discretion of the Superintendent or designee.

If evidence is not provided within this period, the Superintendent or designee shall mark the student withdrawn at the end of the thirtieth day. 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**.

The Superintendent shall report violations to all appropriate authorities for adjudication.

The Superintendent or designee shall notify the registering parent or guardian at least ten calendar days prior to the withdrawal of the student. Refer to **O.C.G.A. § 20-2-150** and 20-2-690.1 concerning compulsory attendance of students prior to their seventh birthday.

The following circumstances do not apply to provisional enrollment.

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. 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.

Student Withdrawals:

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 :

Student Withdrawal by Enrolling Adult

- The student should be withdrawn by the person who enrolled them in school.
- The parent or guardian may provide written permission for another person to withdraw the student from school, and the school will verify the information.
- The parent or guardian providing written permission for another person to withdraw the student from school must provide their photo identification.

Withdrawal Without Parental or Guardian Consent

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 and has:

- If a parent, guardian, grandparent, or other person in care of the student does not withdraw a student from their current school, the student will be withdrawn as follows:
 - With no proof of enrollment in another school, school district, private school, or home study program, a student shall be withdrawn from a school after 10 consecutive unexcused absences or when documentation is on file validating the student no longer resides in the school's attendance zone.
 - With proof of enrollment in a different school, other school district, private school, or home study program, the date of withdrawal for a student shall be the last school day of student attendance.
 - A student who is not in attendance on the first day of school but expected based on prior year enrollment, shall be withdrawn as a no-show student and shall not be included in any enrollment or attendance counts.
 - The procedures listed within Regulation JBC-R(1) shall be followed for student withdrawal.

Eighteen-Year-Old Students

Clayton County Public Schools will permit eighteen-year-old students to withdraw themselves from school; however, the school will make reasonable efforts to contact the student's parent or guardian.

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:

- The student's parent or guardian must complete and sign the Voluntary School Withdrawal Form as acknowledgement of their student's withdrawal from school.
- A meeting will take place within 72 hours after receiving the written notification of the student's intent to withdraw from school.
- The student and the parents or guardians are provided with alternatives to dropping out of school and the consequences of being a high school dropout. For students with disabilities, this information will be provided in an IEP meeting.
- For a student with a disability, a follow up notification should be sent to the Director of the Department of Exceptional Students to send a prior written notice of intent to withdraw the student to the parent and student, which will include the date of withdrawal (providing adequate notification of the change).

Children of Military Families

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

- 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.
- 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.
- 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.
- 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 (Children of Military Families)

When a 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.

The receiving state 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 (ESL). This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student.

Eligibility for Enrollment (Children of Military Families)

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.

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.

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 the student was enrolled while residing with the custodial parent.

A student whose parent or guardian is on active duty in the United States armed forces and has received official military orders to transfer into or within this state shall be eligible for enrollment, in the same manner and time as for students residing within the local school system, in the public school of the attendance zone in which he or she will be residing or in a public school authorized pursuant to O.C.G.A. 20-2-295, prior to physically establishing residency within the local school system, upon presentation of a copy of the official military orders to the local school system.

Eligibility for Extracurricular Activities (Children of Military Families)

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 and Senior Year Transfer (Children of Military Families)

Should a military student transferring at the beginning or during 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 O.C.G.A. § 20-17-2.



Important Reminder!

Only the grades earned in core courses are calculated into the HOPE and Zell Miller qualifying grade point averages. High school courses taken in middle school are not calculated into the grade point average for HOPE and the Zell Miller Scholarships

High School HOPE GPA - Frequently Asked Questions from Georgia Futures

Q: Can high school students check their HOPE GPA?

A: Yes, students enrolled at an eligible high school, located in Georgia, may check their high school HOPE GPA by selecting the *My High School HOPE GPA* tab through their GAFutures account. Eligible public and private high schools are required to submit student's 9th, 10th and 11th grade transcript data to GSFC no later than September 1 of each year.

Q: When will my final HOPE GPA post?

A: Eligible public and private high schools, located in Georgia must transmit enrolled student's final transcript data to GSFC no later than June 30th of each year.

Q: Does GSFC need my ACT/SAT test scores?

A: Yes. If you have a 3.7 or higher HOPE GPA, you may meet the academic eligibility requirements for the Zell Miller Scholarship. GSFC must have your official ACT or SAT score report before a final determination can be made. Per HB 607, O.C.G.A. §20-2-519, students who graduated from an eligible high school with a grade point average of at least 3.7 calculated in accordance with O.C.G.A. § 20-2-157 and having received a score of at least 1,200 on the combined critical reading and math portions on a single administration of the SAT administered prior to March 1, 2016, or on the total score on a single administration of the SAT administered or an equivalent ACT composite scale score which shall be determined by the Georgia Student Finance Commission by January 1 of each year using nationally recognized standards, such as the College Board and ACT concordance tables.

State and local requirements may not include all course requirements for admission to some colleges or universities; therefore, it is recommended that students contact specific institutions for course requirements or recommendations.

ChildTec

Child Tec is a Dropout Prevention Program within Clayton County Public Schools. This 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. The program collaborates with teen parents to offer support and facilitate the ability to earn a high school diploma while developing parenting skills that allow the students to nurture their children into healthy and productive citizens. The department's intensive focus on college and career readiness through its implementation of postsecondary articulation agreements promotes community outreach, parent education, increased awareness, cultural sensitivity, and the removal of barriers to allow students access to postsecondary education. For more information, contact your school counselor.

CLASS OF 2025

HIGH SCHOOL GRADUATION REQUIREMENTS

SUBJECT AREA (*DENOTES REQUIRED COURSES AND/OR CORE COURSES)	UNITS REQUIRED
English/Language Arts*	4
Mathematics*	4
Science*	4
Social Studies*	3
CTAE (Career Technical Agricultural Education) and/or Modern Language/Latin and/or Fine Arts	3
Health and Physical Education	1
Electives	4
TOTAL UNITS' MINIMUM	23

HIGH SCHOOL SAMPLE COURSE PLAN GRID

Below is a sample four-year plan. Please refer to the course description guide of your high school to see what Advanced Placement or academic electives will be offered each year. Courses meeting the HOPE Rigor requirement are denoted with a dagger (†):

SUBJECT	UNITS	9 TH GRADE	10 TH GRADE	11 TH GRADE	12 TH GRADE
ENGLISH/LA	4	9 th Grade Lit/Comp	10 th Grade Lit/Comp	Am. Lit/Comp or AP Language†	Br. Lit/Comp or AP Literature†
MATH	4	Alg. Concepts & Connections Coor. Alg or Acc. Coor. Alg/Geom A or Acc. Geom B/Adv.	Analytic Geom. or Acc. Geom B/Adv. Alg. or AP Stat†	Advanced Algebra Concepts & Connections; or Acc. Pre-Calc	Pre-Calc or AP Calc or AP Stat
SCIENCE	4	Biology Chemistry†, Env. Science, Physics Physics, STEM Physics or AP Physics AP Science, Env. Science, Chem, Human Anatomy or Forensics			
SOCIAL STUDIES	3	--	World History or AP World History†	US History or AP US History†	Am. Gov/Econ or AP Gov† or AP Macro†
HEALTH/PE	1	Health & Personal Fitness			
CTAE/FOREIGN LANGUAGE/FINE ARTS	3	Courses including at least 2 years of Foreign Language*, and/or Fine Arts, and/or CTAE, Advanced Foreign Language classes count for HOPE rigor criteria (i.e., Spanish II and beyond, French II and beyond, German II and beyond)			
ELECTIVES	4	Classes of choice including possibilities for additional academic courses			
TOTAL UNITS	23				

- *Students planning to attend a University System of Georgia institution must take a minimum of two units of the same Foreign Language
- Key to Abbreviations:

Alg = Algebra	Br = British	Econ = Economics	Geom = Geometry	Macro = Macroeconomics
Am = American	Calc = Calculus	Env = Environmental	Gov = Government	Stat = Statistics



TEACHING AND LEARNING

The Department of Student Discipline, Prevention, and Intervention

The Department of Student Discipline, Prevention and Intervention provides leadership, support, oversight, and coordination for planning, implementing, and assessing initiatives and practices that promote positive student behavior, safe and orderly environments in which teaching and learning are the priority. This function is supported by the following major initiatives and entities, among others:

- The District's Student Discipline Plan consists of four processes: Standards of Behavior in the Student Code of Conduct, Progressive Discipline Process, Student Support Process via Multi-Tiered System of Supports (MTSS), and the Parental Involvement Process.
- Prevention - Alternative Suspension (P-ATS) programs are designed to decrease time away from instruction, expose students to social emotional behavioral skills, promote conflict management skills, and provide parental involvement opportunities while decreasing recidivism and shrinking school to prison pipeline (<https://sites.google.com/clayton.k12.ga.us/dpi-pbis/ccps-prevention-alternatives-to-suspension-programs>).
- The Office of Tribunals processes all Student Disciplinary Tribunal Hearing Requests and facilitates Tribunal hearings in accordance with O.C.G.A. **20-2-750, et seq** (Public School Disciplinary Tribunal Act). This Office also provides oversight for CCPS Alternative School's exits and move-ins. (https://drive.google.com/file/d/1rNP2R9R4w3M781TyIXIQT26Uiu_HHuaQ/view?usp=sharing)
- Behavior Intervention Specialists (BIS) are skilled practitioners who work to improve the learning environment by improving student behavior and discipline. They support students and teachers of students who exhibit behavior difficulties that cannot be managed through normal classroom procedures. BIS work with individuals or groups to facilitate positive and healthy behaviors and use assessments to gather information to develop appropriate behavior intervention or support plans. (<https://sites.google.com/clayton.k12.ga.us/departmentofstudentdiscipline/connect-with-your-behavior-intervention-specialist>)
- Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety, improve school climate, and support improved academic outcomes for all students (<http://www.pbis.org>). PBIS is designed to create more effective learning environments. (<https://sites.google.com/clayton.k12.ga.us/departmentofstudentdiscipline/ccps-pbis>)
- Closely aligned with PBIS is Restorative Practices (RP) which is an approach that promotes inclusiveness, relationship-building and problem-solving, through restorative methods such as circles for teaching and conflict resolution, to reintegration conferences that bring victims, offenders and their supporters together to address wrongdoing and resolve conflicts. (<https://drive.google.com/file/d/11EvTo-WfZuqe4L-iG1jAT1pogVoBzO/view?usp=sharing>)

Visit the Department's webpage at <https://www.clayton.k12.ga.us/departments/student-discipline-prevention-and-intervention> for additional information.

Prevention and Alternatives to Suspension Programs and Community Resource Classes

Clayton County Public Schools provides Prevention and Alternatives to Suspension Programs and Community Resource classes designed to increase student attendance, introduce behavior and conflict management skills, and provide opportunities for parental involvement. These programs provide administrators alternatives to suspension when determining the consequences for behaviors that may normally result in suspension. Parents may request a referral to the following programs in lieu of suspension or as a prevention strategy:

- **School Conflict Workshop** - one night - 1½-hour educational program on conflict resolution for grades 6-12. Sessions for elementary schools are offered weekly from 4pm to 5pm on Tuesdays and Wednesdays.
- **Project Handle It Before Prison (HIP) Your Life, Your Decision** - One night - 2-hour presentation for grades 6-12 sponsored by Clayton County Juvenile Court. Presenters include staff from an Atlanta correctional facility, the Sheriff's Department and an inmate from a correctional facility.
- **Safe Dates** - Two nights - 2-hour sessions which provide information for students on healthy relationships versus abusive relationships for grades 6-12.
- **Theft Workshop** - One day- 8-hour Saturday sessions on theft, shoplifting, resolving conflicts and life skills for grades 6-12 sponsored by Clayton County Juvenile Court.
- **Personal Space** - One day - 8-hour Saturday sessions on sexual battery, sexual assault, affray, vandalism battery, obstruction of a Police Officer, misconduct, and life skills that may be applied in other settings for grades 6-12 sponsored by Clayton County Juvenile Court. This workshop will discuss the laws, consequences, decision making, and includes real-life scenarios and exercises that help our scholars learn how to resolve issues and collaboratively work through responses and solutions.

- **ASPIRE Program** - (A Smoking Prevention Interactive Experience) - One day- 3-hour web-based program designed to motivate teens to be tobacco free by offering videos, animations, and interactive activities; testimonies from peers, doctors, smokers and non-smokers; information on short and long term health consequences of tobacco and nicotine use; content on new and emerging products (e-cigs, hookah, synthetic marijuana); tips and resources to avoid the temptation to smoke or to stop smoking. This program is sponsored by the University of Texas MD Anderson Cancer Center and is for grades 6-12.
- **Law Related Education** – Addresses problems with school, status, and misdemeanor offenses. Both the parent and child must attend. The program includes real-life scenarios and/or exercises that will help the student learn ways to resolve issues and collaboratively work through responses and solutions. Students will learn skills that can be applied in other settings.
- **Positive Impact** – A weekly one-hour two-day virtual session designed to teach students social skills. There are two separate sessions: one for High and Middle School Students and another for Elementary School Students.
- **Complete Control** - A weekly one-hour two-day virtual session on anger management. Students will learn how to respond and manage anger. There are two separate sessions: one for High and Middle School Students and another for Elementary School Students.
- **Gang Awareness and Resistance Program (GARP)** - GARP is a virtual gang and violence prevention and intervention program designed for moderate to high-risk 6-12 grade students. GARP is designed to help deter youth violence and gang membership; as well as reform students who may already be gang affiliated. The program sessions occur on **Tuesdays and Wednesdays, from 5:00 pm to 6:00 pm.**
- **Zero Bullying Program** - Program offers weekly one-hour two-day bullying prevention and intervention lessons to elementary, middle and high school scholars. The secondary sessions are from 5:00 pm-6:00 pm while the elementary sessions are from 4:00pm to 5:00pm on Tuesdays and Wednesdays.

Scan the QR Code Me or Click on this link to access all PATS Programs

<https://sites.google.com/clayton.k12.ga.us/dpi-pbis/ccps-prevention-alternatives-to-suspension-programs>



Parental consent is required for students to participate in any of the Prevention and Alternatives to Suspension Programs and community resource classes. The student and parent or guardian (when required) must attend and complete the assigned program in lieu of the student receiving and serving suspension. Thus, the referred students may remain in school pending the completion of the assigned Alternative to Suspension Program. If the program is not completed, the student is required to serve the suspension originally assigned. Contact your scholar's school or the Department of Student Discipline, Prevention and Intervention for additional information.

PREVENTION-ALTERNATIVES TO SUSPENSION PROGRAM (P-ATS PROGRAMS)		
Positive Impact (ES/MS/HS) Social Skills/SEL Program Virtual	Complete Control (ES/MS/HS) Anger Management/Self Regulation Program Virtual	Conflict Resolution Teaches Conflict Resolution skills and problem solving (EX/MS/HS) Virtual
ASPIRE – Tobacco/Smoking Prevention Program (MS/HS) Virtual	Theft Workshop – Ways to resolve issues, responses/solutions to prevent theft/shoplifting (MS/HS) - Virtual	Safe Dates – Healthy vs Abusive Relationships (MS/HS) Virtual
Project HIP – Handle it Before Prison. Life skills, realities of prison and gang life (MS/HS) – In Person	Law Related Education – addresses problems with school, home disruptions, not following instructions and disrespect (MS/HS) - Virtual	Restorative Practices Conference – Repair harm and promote positive relationship (MS/HS) Virtual
Zero Bullying Program (ZBP) – Focus is on Bullying Prevention and Intervention ES/MS/HS Virtual	Gang Awareness and Resistance Program (GARP) MS/HS Virtual	Reintegration Program – School-based restorative and relationship building Program (ES/MS/HS) Virtual or in-person

STUDENT DISCIPLINE

In Clayton County Public Schools, discipline is the practice of teaching and training people to follow rules or a code of conduct while using strategies to correct inappropriate behavior. Discipline develops students and trains them to engage in proper behavior, including self-control.

Physical violence against school employee. 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, school officials, or school employee. Except in a finding of self-defense, punishment as provided by Georgia law shall include the following:

- Expulsion for the remainder of the student's eligibility to attend public school for any intentional physical violence which causes physical harm to an employee.
- 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.

Bus Behavior. A meeting of the parent or guardian and appropriate school officials 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**).

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.

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.

Due Process. The district will afford due process as required by state and federal laws (including appropriate hearings and reviews) to all students and shall be initiated at the school level.

Tobacco. 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.

Student Safety – Bullying and Cyberbullying 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.

Clayton County Public Schools believes that all students have the right to a safe and healthy school environment. All schools within the district promote mutual respect, tolerance, and acceptance among students, staff, 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 are strictly prohibited. Such prohibition is included in the Student Code of Conduct for all schools within the school system.



Reports of Bullying and Harassment Procedures

- Students, parents, staff, volunteers, and visitors who suspect a student is bullying or harassing others should report the incident to the teacher, school administrator, or the school counselor immediately.
- The reported incident of Bullying or Harassment is documented by school personnel on the first part of the Harassment & Bullying Allegation Information form housed in Infinite Campus (IC) portal.
- The administrator completes the second part of the Harassment & Bullying Allegation Information form in IC and notifies parents or guardians of both the alleged perpetrator and victim of the alleged incident using the Bullying Parent Notification Letter also available in IC.
- The administrator must complete an investigation of the alleged incident within ten school days from the date the alleged incident was reported to determine if the bullying or harassment was founded or unfounded.
- The administrator will notify parents or guardians of both the alleged perpetrator and the victim of the outcome of the investigation via the Bullying Parent Outcome Letter.
- Whether or not the allegation of bullying and harassment were substantiated or unsubstantiated, the Administrator will refer both the alleged perpetrator and victim to the school-based Circle of Support for intervention/support.



If a school's investigation reveals that bullying created a hostile environment (the conduct was sufficiently serious as to interfere with or limit a student's ability to participate in or benefit from services, activities, or opportunities offered by a school) based on disability, race, color, national origin, sex, age, or sexual orientation 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 a student served under the Individuals with Disability Education Act (IDEA) or Section 504, a school's investigation will address student's receipt of free and appropriate public education (FAPE).

Youth Empowerment Services Program (YES!) The YES! Program is a virtual alternative to suspension program. Eligible scholars participate in the program in lieu of long-term suspension or expulsion. The program offers a resource-rich platform that empowers scholars to thrive and overcome social, behavioral and academic challenges. It is a proactive measure designed to reduce disciplinary infractions and increase learning behaviors, while promoting a safe environment where teaching and learning are the priority. Assignment to YES! by the **principal** is voluntary and requires parental consent. Upon a successful completion of the program, the scholar is re-integrated into the home school.

Click on the link to access YES! Criteria Flowchart –

<https://drive.google.com/file/d/1cto8n4EK5UjR2KajXzWCnae5GRL73lfW/view?usp=sharing>.

Contact your scholar's school administrator for additional information on the YES! Program.

Opportunity Room (OR)

Opportunity Room is a proactive alternative to suspension program. It is designed to serve as a haven for learning by providing a safe space that scholars may report when their behaviors are reflective of levels 1 to 2 offenses or those behaviors that interfere with teaching and learning. **OR** offers a place for students to cool down, learn both academic and behavior skills, and adjust their behaviors so that they, along with their classmates, can continue to receive uninterrupted instruction. Only Administrators may refer scholars to the Opportunity Room as appropriate. Assignments to the OR are documented and parents are informed accordingly. Click on the link to access **OR**

Criteria Flowchart

[https://drive.google.com/file/d/1_bH8JDR7r3zhka_RilcTccPHEu4LUNV4/view?usp=share linkOpportunity Room Flowchart](https://drive.google.com/file/d/1_bH8JDR7r3zhka_RilcTccPHEu4LUNV4/view?usp=share_linkOpportunityRoomFlowchart))

*Contact your scholar's
school administrator for
additional information
on the OR Program.*



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 students, teachers, administrators, parents, guardians, counselors, social workers, psychologists, behavior intervention specialists, safety and security personnel, custodial, transportation, and food service staff. The Multi-Tiered System of Supports for Behavior is a framework comprising 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. <https://www.gadoe.org/wholechild/Pages/MultiTieredSystemofSupports.aspx>

The Student 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 including students, teachers, administrators, parents, guardians, counselors, social workers, psychologists, behavior intervention specialists, safety and security personnel, custodial staff, bus staff, and food service staff must acknowledge and understand the student code of conduct to which all students are expected to adhere and the consequences of non-compliance. The Clayton County Public Schools Student Code of Conduct provides a description of conduct that defines the expectations for student behavior. It includes guidance for supporting students who misbehave as well as guidance for disciplinary and intervention measures 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 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 Student 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 while serving an out-of-school suspension. Permission must be granted in writing by the school's administration; otherwise, the student's presence on campus may be considered trespassing.

Principals have the final authority to make disciplinary judgments regarding In School Suspension (ISS) and short term (10 days or less) Out-of-School Suspension (OSS). In all instances, the student will have access to instruction. For short-term, Out-of-School Suspension, a school administrator may conduct an informal school level review of discipline. Recommendations for expulsions or Out-of-School Suspensions which exceed 10 days require a request for Tribunal.

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

Clayton County Public Schools expects 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 concerns about student behavior and actions in response to said 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 Student 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 appropriate social behavior. Interventions increase in intensity to address behavior that escalates. Progressive discipline seeks concurrent accountability and behavioral change. The goal is to prevent the recurrence of negative behavior by enabling students to learn from their mistakes. Progressive discipline supports students engaged in inappropriate behavior. It is a restorative process which prioritizes support beginning from level 1. Students are guided to do the following:

- Understand the harm that the behavior has caused and the reason the behavior is unacceptable,
- Understand decisions the student could have made differently given a specific scenario,
- Take responsibility for personal actions,
- Accept the opportunity to learn appropriate social strategies and skills for future use,
- 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 take 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 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 or guardian, 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.

Disciplinary Consequences Determination

School administration must consult the Student Code of Conduct and adhere to the provisions when making a discipline determination. The following are considered when administering appropriate consequences:

- The student's age and maturity
- The student's disciplinary history (to include any prior behavior incidents, the number of 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 applicable.

Discipline of Students in Pre-Kindergarten through Third Grade

Students in pre-kindergarten through third grade may not be expelled or assigned out of school suspension for more than five days in a school year without receiving the Multi-Tiered System of Supports, which is a systemic, continuous-improvement framework in which data-based problem solving and decision making is practiced across all levels of the educational system for supporting students at multiple levels of intervention. (**O.C.G.A. § 20-2-742**).

- a. No student in preschool through third grade shall be expelled or suspended from school for more than five consecutive or cumulative days during a school year without first receiving a Multi-Tiered System of Supports such as response to intervention (a framework of identifying and addressing the academic and behavioral needs of students through a tiered system), unless such student possessed a weapon, (includes dangerous firearms and hazardous objects as defined in **O.C.G.A. § 20-2-751**), illegal drugs, or other dangerous instrument or such student's behavior endangers the physical safety of other students or school personnel. CCPS shall comply with all federal laws and requirements regarding obtaining parental consent during any advanced tier within the System of Supports prior to certain screenings or evaluations.
- b. Prior to assigning any student in preschool through third grade out-of-school suspension for more than five consecutive or cumulative days during a school year, if such student has an Individualized Education Program (IEP) pursuant to the federal Individuals with Disabilities Education Act or a plan under Section 504 of the federal Rehabilitation Act of 1973, the school shall also convene an IEP or Section 504 meeting to review appropriate supports being provided as part of such Individualized Education Program or Section 504 plan.

Restraint and Seclusion

Clayton County Public Schools recognizes the need for a safe and orderly learning environment and uses proactive, positive approaches and strategies in managing inappropriate student behavior. The district adheres to the Georgia Department of Education's State Board Rule (160-5-1-.35) regarding seclusion and restraint for all students. The State Rule prohibits the use of seclusion, chemical, mechanical, and prone restraint.

Physical restraint is allowed in situations in which students' behavior presents an immediate danger to themselves or others and student is not responsive to less intensive behavioral interventions, including verbal directives or other de-escalation techniques. Physical restraint is removed as soon as the student is no longer an immediate danger to self or others or if the student is observed to be in severe distress.

The district utilizes the MindSet Safety Communication and Management system to support the management of student behavior. This system involves the use of de-escalation communication intervention strategies to diffuse tense situations. The MindSet system also includes physical restraint procedures and interventions when students' behaviors present an immediate danger to self or others. Select staff members at each school are trained in MindSet procedures, protocols, and techniques. The school will prioritize trained staff in implementing the interventions and restraint when needed.

Further information regarding the District's Policy regarding Seclusion or Restraint of Students is accessible at Policy JGF (2). Nothing in the policy shall be construed to eliminate or restrict the ability of an employee of a school system, school, or program to use his or her discretion in the use of physical restraint to protect students or others from imminent harm or bodily injury. Nothing in the policy shall be construed to impose ministerial duties on individual employees of a school system, school or program when acting to protect students or others from imminent harm or bodily injury.

Parents as Partners

Parents and guardians are an essential part of the implementation of the Multi-Tiered System of Supports for Behavior. They are encouraged to use positive behavioral expectations like those the school teaches. Students, parents, guardians, 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 and guardians informed of their child's behavior and enlist them as partners in addressing areas of concern. Outreach can include but is not limited to phone calls and written communication. Parents, guardians, and school staff should exhibit, as role models, the behaviors we desire students to emulate. As active and involved partners in promoting a safe and supportive school environment, parents and guardians must be familiar with the Clayton County Public Schools Student Code of Conduct. Educators are responsible for informing parents and guardians about their child's behavior in addition to imparting the skills students need to succeed in school and society. Parental figures 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. Conferences attended by the principal or principal's designee, a guidance counselor, parents and guardians, teachers, and other members of the Circle of Support are an effective means of encouraging parental input and should be held with students when appropriate. Parental figures who want to discuss interventions or strategies in response to student behavior should contact the child's principal, school counselor, school social worker, school psychologist, or school behavior intervention specialist.

Parent Notification

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

Expectations of the Teacher

Teachers are expected to maintain order and discipline in the classroom and to address 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 at a school-related function is asked to correct the situation immediately.

Expectations of the Student

Students learn best when teachers provide instruction in an orderly environment. Violence is not tolerated at school or at any school sponsored function. This includes extracurricular activities—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, or other organized parties (or picnics) at any time during school hours unless specifically approved by the principal.

Expectations of Parents and Guardians

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

The disciplinary procedures outlined in the Clayton County Public Schools behavior code exist as required by law, state authority, and board policy. It is the responsibility of the student to read the code and of parents or guardians to discuss the behavior code with students and to inform students of the consequences and potential criminal penalties of violating this code. This includes underage sexual conduct and crimes for which a minor can be tried as an adult (**O.C.G.A. § 20-2-735**). As required by the General Assembly, the School District encourages parents to inform their students of the implications of this conduct.

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 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 the following outcomes:

- Accountability - Restorative justice strategies hold students 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 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 US Department of Justice Office of Juvenile Justice.

Collectively, the MTSS and PBIS frameworks in addition to BARJ practices replace punitive, exclusionary, and isolationist discipline practices 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 the examples below.

Classroom Circles	Compensation	Victim and Offender
Family Group	Teen Court	Mediation
Conferencing	Community	Acceptable Behavior
Sentencing Circle	Reparation	Contracts Restitution
Victim Support & Witness Service	Rehabilitation	Reintegration Conferences and Restorative Conferences

Disruptive Students

The Superintendent of Clayton County Public Schools fully supports the authority of principals and teachers in Clayton County 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 in the class or inhibit classmates' ability to learn, where the student's behavior is in violation of the student code of conduct, provided that the teacher has previously filed a report pursuant to **O.C.G.A. § 20-2-737** (as described below) or determines that such behavior of the student poses an immediate threat to the safety of classmates or the teacher.

Any teacher, who has knowledge that a student has exhibited behavior that repeatedly or substantially interferes with the teacher's ability to communicate effectively with the 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 principal's designee within one school day of the most recent occurrence of such behavior, shall describe the student's behavior, and shall not exceed one page in length. The principal or designee shall send a copy of the report to parents (or guardians) within one school day of receiving it and the report shall include information on how they may contact the principal or designee. The principal or designee shall also provide written notification of disciplinary action taken to both the parent (or guardian) and the teacher within one school day (**O.C.G.A. § 20-2-737**).

Alternative Schools

The Clayton County School District retains the authority to assign disruptive students or students who frequently or severely violate the student code of conduct and students eligible to remain in the regular classroom (but are more likely to succeed in a nontraditional setting) to an alternative educational program pursuant to **O.C.G.A. § 20-2-154.1**. Students may be placed in the Alternative School or Alternative Virtual Academy by a Tribunal. The Alternative School is available for students in grades six through twelve.

Attendance outside of Clayton County (in a private school setting, home school program, or another public school non-disciplinary setting), does not satisfy the requirements of the assignment to the Alternative School/Alternative Virtual Academy by the Clayton County Public Schools' Tribunal. To fulfill a Clayton County School District tribunal or tribunal waiver assignment to Alternative School/AVA, the assigned student must enroll and attend the District Alternative School/AVA or within an equivalent Alternative School. Should a student withdraw from the District after being assigned to Alternative School/AVA, the student will be required to complete the remaining Alternative School/AVA assignment upon re-enrollment in the District unless the student qualifies for an early exit from Alternative School, or served the timed assigned within an equivalent Alternative School outside of the District.

A student who is assigned to the Alternative School because of a tribunal decision or waiver may be allowed to return to the home school upon meeting the following Alternative School Exit Criteria:

- A. Must pass five (5) out of six (6), or six (6) out of seven (7) classes which must include Behavior Support or Social Skills class.
- B. Must complete at least seventy percent (70%) of the work with a seventy percent (70%) or higher grade.
- C. Must have a ninety percent (90%) attendance.
- D. Must have no more than two (2) discipline referrals per Grading Period for high school students, and no more than four (4) discipline referrals per Grading Period for middle school students.
- E. Must have completed the time assigned by the Tribunal/Waiver unless the student qualifies for an early exit from the Alternative Educational Program (AEP). The final decision for early exit is subject to the approval of the Assistant Superintendent.

A student must meet the following criteria to be eligible for early exit from the Alternative School:

- A. Pass all classes with a minimum grade of 70%, including a Behavior Support/Social Skills Class, at the end of a 9-week grading period at a minimum. The 9-week grades must be earned while the student is assigned to the Alternative School or Alternative Virtual Academy (AVA).
- B. Have perfect attendance (no tardies or absences)
- C. Have received zero discipline referrals during the period assigned to the Alternative School or AVA
- D. Upon meeting the three criteria listed above, the student and parent or guardian (if student is under 18 years of age) must attend and participate in the Review Conference at the Alternative School prior to the student being deemed eligible for early exit. If the student and parent or guardian fail to attend the Review Conference, the meeting will be canceled, and the student will no longer be eligible for early exit. The student will be required to meet ALL the criteria for regular exit from the Alternative School or AVA including completing the length of time assigned prior to returning to the home school. Early exits from the Alternative School will occur in October and February of each school year as needed to ensure that students complete a minimum of nine weeks at the Alternative School/AVA. All early exits are subject to approval by the Assistant Superintendent.

Students assigned to the Alternative School due to the following offenses are not eligible for early exit:

- Possession of weapon or firearm (loaded or unloaded) while on school property or participating in Extending Learning Beyond the Classroom
- Possession with intent to buy, sell, or distribute illegal drugs.
- Possession, use, or under the influence of illegal drugs
- Physical violence against School Personnel without harm
- Physical violence against School Personnel which causes harm.
- Substantial School Disruption
- Substantial Disruptive Behavior
- Fight or Battery involving injury.
- Bullying - Third Offense
- Gang, gang related activity, or possession of gang paraphernalia.
- Terroristic or bomb threat

Reports to Law Enforcement

Students who commit violations of criminal law may be subject to the consequences of the behavior code and referred to local law enforcement authorities. The district will, to the extent permitted by law, cooperate with law enforcement and other investigating agencies in the interest of the welfare of all citizens.

Interrogations and Searches

The principal or designee of each school in the district is authorized to conduct reasonable interviews of students in order to properly investigate and address student misconduct. Students who are suspected of misconduct or of violating the Student Code of Conduct may be questioned by school staff. Students who may have witnessed misconduct on the part of other students, faculty, or staff may be asked to provide oral or written statements regarding the investigated event. 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 reasonable inspection of students' school lockers, articles carried upon their persons, and vehicles in order to properly investigate and address student misconduct. Searches based on reasonable suspicion may proceed without hindrance or delay, and they should be conducted as directed by school administration. Searches will be based on a reasonable grounds to suspect that the search will provide evidence that the student violated a District policy or rule.. Lockers, desks, district issued laptops/chrome books, classrooms, and storage areas are the property of the district. Students shall not consider these areas to be private.

Chronic Disciplinary Problem Students

- Chronic Disciplinary Problem Student refers to a student who exhibits a pattern of behavioral characteristics that interrupts the education of classmates and is likely to recur.
- After a student has been identified as a Chronic Disciplinary Problem Student, the principal will notify the student's parent or guardian by telephone call and certified mail, statutory overnight delivery with return receipt requested, or first-class mail of the disciplinary problems. The parent or guardian will also receive an invitation to observe the student in a classroom situation.
- At least one parent or guardian will be invited to attend a conference to devise a disciplinary and behavioral correction plan. The principal or designee and the parent or guardian are expected to be present at the conference.
- The principal may also invite other appropriate staff members if advisable to do so. If the parent or guardian fails to attend the conference, it will be the responsibility of the school personnel to devise a disciplinary and behavioral correction plan for the student. Copies of that plan will be provided to both the parental figure 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 be readmitted shall request by telephone call and certified mail, statutory overnight delivery with return receipt requested, or first-class mail that at least one parent or guardian schedule and attend conference with the principal or designee to devise a new or revised disciplinary and behavioral correction plan. Failure of the parent or guardian to attend shall not preclude the student from being readmitted to the school. A teacher, counselor, or other person may attend the conference at the discretion of the principal. 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 or guardian of a Chronic Disciplinary Problem Student who fails to attend a conference requested by a principal. If the court finds that the parent or guardian willingly and unreasonably failed to attend such a conference, the court may order the parental figure 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 or guardian who willfully disobeys such an order (**O.C.G.A. § 20-2-766.1**.) The petition to the juvenile court shall be filed by the appropriate school social worker if requested by the principal or designee.

Intervention and Progressive Discipline

The district expects that parents, guardians, teachers, and school administrators will work together to improve and enhance student behavior and academic performance in addition to communicating concerns about, and in response to, student behavior that detracts from the learning environment. The district will employ behavior support processes designed to consider, as appropriate in light of the severity of the behavioral problem, support services that may be available through the school, District, other public entities, or community organizations that may help the student address behavioral problems. These may include, but are not limited to, Student Support Teams and the Response to Intervention process. Through its behavior code, the District employees a progressive discipline process designed to create the expectation that the degree of discipline will be in proportion to the severity of the behavior; that the previous discipline history of the student and other relevant factors will be taken into account; and that all due process procedures required by federal and state law will be followed.

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.

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 Georgia who attempts to enroll or who is enrolled in any Clayton County School during the time in which that student is subject to a disciplinary order of suspension, order of expulsion, or has been permanently expelled from school may be refused admission or withdrawn from Clayton County Schools for the duration remaining in that other School District's or school's disciplinary order upon receiving a certified copy of such order, if the offense which led to such suspension or expulsion in the other School District or school was an offense for which suspension or expulsion could be imposed in Clayton County Schools. The final decision will be based upon the approval of the Superintendent or designee. A student with a disability receiving services under IDEA who is under a preexisting permanent expulsion order from another school district will be offered FAPE through the Department of Exceptional Students through an individualized plan.

School administrators should notify all teachers and other school personnel of any student assigned to them who has been convicted of or has been judged to have committed an offense that is a designated felony under **O.C.G.A. § 15-11-62**. Such teachers and other certified professional personnel as the administrator deem appropriate may review information in the student's file. Such information shall be kept confidential. The school's multidisciplinary team—the Circle of Support—will devise a behavior support plan or behavior correction action plan for the student.

Clayton County Public Schools may refuse to readmit or enroll any student suspended or expelled for conviction of, judged 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, Prevention, and Intervention (Office of Tribunals).

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 preferable to reassign disruptive students to an alternative educational program rather than suspending or expelling such students from school (20-2-154.1.)

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Magnet Programs/ Special Permission School Placement

Clayton County School District offers resident and non-resident students an opportunity to attend a school choice/program via application, fee-based and lottery processes ("special permission students"). This includes the Virtual Learning Program, House Bill 251, Senate Bill 10, Student Transfers, Magnet Programs, FTE Fee-based Students, etc. All students must adhere to the Clayton County Public Schools' Code of Conduct and are subject to disciplinary consequences under the District's Code of Conduct. Further, special permission students are subject to behavioral, attendance and grade expectations, as outlined by their applicable program, special permission students must adhere to the rules and regulations as outlined in the Clayton County Public Schools Parent and Student Handbook. In addition to the Code of Conduct, and any applicable rules outlined by the Student's applicable program, the following expectations apply to Special Permission Students:

- Students must adhere to the rules and regulations as outlined in the Clayton County Public Schools Parent and Student Handbook.
- Students cannot receive a NI/U for conduct in their academic or theme-based courses.
- Two or more level 1 infractions can result in probation/dismissal.
- Students who receive NI/U or level 1 infractions will receive an Individual Behavior Plan to support the student during the probation period.
- Level 2-4 infractions can result in immediate dismissal from the program. (Ex. Fighting, weapons, drugs, gang activity, blatant disrespect to personnel, etc.) Dismissal from the program/placement may result in immediate reenrollment in student's home zoned school for resident students or District withdrawal for non-resident fee-based students.
- Bullying: If the accusation of bullying is proven after an investigation from administration, it may result in automatic dismissal from the program.

Unsafe School Statement

Major disciplinary offenses including, but not limited to drug and weapons offenses, can lead to schools being named as an Unsafe School according to the provisions of State Board Rule 160-4-8-.16.

Driver's License

In addition to penalties specified in this Student Code of Conduct for attendance and selected conduct, students seventeen (17) years of age and younger may find their eligibility for a Georgia instructional/learner's permit or driver's license impacted by their school attendance and/or conduct.

The department shall not issue an instruction permit or driver's license to a person who is younger than 18 years of age unless at the time such minor submits an application for an instruction permit or driver's license the applicant presents acceptable proof that he or she has received a high school diploma, a general educational development (GED) diploma, a special diploma, or a certificate of high school completion or has terminated his or her secondary education and is enrolled in a postsecondary school, is pursuing a general educational development (GED) diploma, or the records of the department indicate that said applicant:

- Is enrolled in and not under expulsion from a public school; or
- Is enrolled in a home education program that satisfies the reporting requirements of all state laws governing such program.

The department shall notify such minor of his or her ineligibility for an instruction permit or driver's license at the time of such application.

Allegations of Inappropriate Behavior

The School System 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 reporting instances of alleged inappropriate sexual behavior by a school employee. (See Policy JCD, Sexual Harassment) Any student (or parent or friend of a student) who has been the victim 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 of the act to any teacher, counselor, or administrator at the school.

Any teacher, counselor, or administrator receiving such a report shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee and shall submit a written report of the incident to the school principal or principal's designee within 24 hours. If the principal is the person accused of the abuse, sexual abuse, sexual misconduct, or other inappropriate behavior, the oral and written reports should be made to the Superintendent or the Superintendent's designee. (please see Title IX reporting resources:

<https://www.clayton.k12.ga.us/departments/equity-and-compliance/title-ix>)

Any school principal or principal's designee receiving a report of abuse as defined in **O.C.G.A. § 19-7-5**, or any other behavior required to be reported under this law, shall make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been victimized. The report should be made by telephone and followed by a written report, if requested, to a child welfare agency providing protective services as designated by the Department of Human Resources. If a student has allegedly been abused or subjected to inappropriate behavior by a school employee, a report of such allegation will also be made as soon as practical by the principal or principal's designee to the Superintendent's designee.

Mandatory Reporting of Student Offenses

Any school employee who has reasonable cause to believe that a student at that school has committed one of the following listed acts on school property or at any school function shall immediately report the act and the name of the student to the principal or the principal's designee:

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

The principal or designee who receives a report and has reasonable cause to believe that the report is valid shall make an oral report thereof immediately by telephone or otherwise to the appropriate school system superintendent and to the appropriate police authority and district attorney.

Student Organizations

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

Students with Disabilities or 504 Students

Nothing in this Rule shall be interpreted to infringe on any right provided to students by the federal Individuals with Disabilities Act, Section 504 of the federal Rehabilitation Act, or the federal Americans with Disabilities Act. When discipline is proposed to be administered to a student who has been identified as disabled or who is receiving special education services from the District, the District will follow all applicable state and federal authorities.

Jurisdictions and Definitions

The following code provisions apply to offenses that students commit while on school property, engaging in virtual classes or extending learning beyond the classroom, attending a school-sponsored event, or using school technology resources. Please note the definitions that follow:

- **Alternative Educational Program (AEP)** – An educational environment intended to meet the education needs of a student who is suspended from his or her regular classroom and also of a student who is eligible to remain in his or her regular classroom but is more likely to succeed in a nontraditional setting such as that provided in an alternative education program.
- **Detention (After School and Saturday Detention)** - Restriction of students to the school site at times outside of regular school hours. School principals have the authority to require students to remain after school. Teachers have the authority to detain a student after school; however, teachers should advise the principal and notify parents or guardians. In the case of students whose immediate detention would pose transportation problems, twenty-four hours' notice may be given before the detention takes place.
- **Disciplinary Tribunal** - A disciplinary hearing to determine the guilt or innocence of a student accused of violating this behavior code when the opportunity for a student disciplinary hearing is required by law or authority. See Administrative Rule JCEB, Suspension and Hearing Procedures. 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 Student Code of Conduct.
- **Expulsion** - Suspension or expulsion of a student from school beyond the current school semester.
- **Felony** – A crime punishable by a sentence of one year or more in prison.
- **In-School Suspension (ISS)** - Restriction of students to a specified location so as to remove them from participation in regularly scheduled school activities.
- **Long-Term Suspension** - The suspension of a student from school for more than ten (10) school days, but not beyond the current school semester.
- **Opportunity Room "OR"** - an alternative to suspension program designed to reduce the amount of interrupted instruction by serving as a haven for learning where students may report when their behavior is reflective of levels 1-2 offenses or behaviors that interfere with teaching and learning.
- **Permanent Expulsion** - Expulsion from all School District schools for the remainder of the student's eligibility to attend school pursuant to Georgia law. Students so expelled will not be allowed to enroll in the School District's Alternative Education Program (AEP).
- **School Property** includes but is not limited to the following locations:
 - The land and improvements which constitute the school.
 - Any other property or building, including virtual classes or extending learning beyond the classroom, 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 not 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 located on school property.
 - En route to and from school or school sponsored events (prior to imposing discipline regarding these incidents, schools should consult with the Department of Student Discipline, Prevention and Intervention's Tribunal Office).
- **School Sponsored Events** - Events that are sponsored by a public school and that occur away from the property of a public school over which the public school has direct control or authority (160-4-8-.16)**School Technology Resources** include but are not limited to:
 - Virtual classes or extending learning beyond the classroom,
 - Electronic media systems such as computers, electronic networks, messaging, and 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.
- **Short-Term Suspension** - The suspension of a student from school for ten (10) school days or less.
- **Truant** - Refers to any child subject to compulsory attendance who during the school calendar year has missed more than ten (10) 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 an unexcused day for determining student truancy.
- **Valid Written Excuse Documentation** - A written explanation provided to the school within three days of a student's absence, signed by the student's parent or guardian: or other documentation supporting the reason for the student's absence.
- **Youth Empowerment Services "YES!" Program** – YES! is a resource-rich virtual alternative to suspension program that is designed to decrease disciplinary infractions and increase learning behaviors while promoting a safe learning environment where teaching and learning are the priority. YES! empowers scholars to thrive and overcome social, behavioral, and academic challenges.

Clayton County Public Schools Student Code of Conduct and Discipline Levels

CCPS PROGRESSIVE DISCIPLINE MATRIX

Level 1- Classroom Interventions & 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 (SSW)
- Referral to Community Resource Class (e.g., Alternatives to Suspension Programs)
- Restorative Practices
- Assignment to Opportunity Room "OR"

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 Suspension Programs)
- Restorative Practices
- ISS 1-10 days and access to virtual learning or extending learning beyond the classroom to the extent possible.
- OSS 1-10 days and access to virtual learning or extending learning beyond the classroom to the extent possible.

Level 2 – Intensive Interventions & 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 SSW
- Referral to Community Resource Class (e.g., Alternatives to Suspension Programs)
- Restorative Practices
- Assignment to Opportunity Room "OR"
 - o ISS 1-5 days and access to virtual learning or extending learning beyond the classroom to the extent possible.
 - o OSS 1-5 days and access to virtual learning or extending learning beyond the classroom to the extent possible.

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.

Students assigned permanent expulsion are not allowed to enroll in the District's Alternative Education Program.

- Referral to Youth Empowerment Services "YES! if student meets the criteria (contact your school for the criteria)
- Request for Tribunal with recommendation of long term suspension, expulsion, permanent expulsion or assignment to Alternative Education Program.
- Students assigned permanent expulsion are not allowed to enroll in the District's Alternative Education Programs.

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

***** The Administrator will provide information to the student/parent on how to access instruction virtually during suspension to the extent possible *****



BEHAVIOR CODE OFFENSES

The Student Code of Conduct applies to **all** students in every learning environment, including the traditional face-to-face environment, virtual classes, and extending learning beyond the classroom. The decision to charge a student for violation of this Code of Conduct will be made by the administration of the local school. If the local school administrators are uncertain as to the interpretation of the Code of Conduct, they are to contact the Department of Student Discipline, Prevention and Intervention's Tribunal Office.

A student shall not violate any of the following rules of the School District:

1. Academic Dishonesty Offenses

- a. Plagiarism or cheating on assignments, tests, major exams, projects, or statewide assessments is prohibited. If the Georgia Department of Education or Clayton County Public Schools determines that a student did use 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

- a. Possession, use, or under the influence of alcohol: Possession, consumption, transmitting, storing, or under the influence of alcoholic beverages or related products (non-alcoholic beers, wine coolers, and near beer). Legal intoxication is not required for a violation of this code.
- b. 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 should follow the Clayton County Comprehensive Attendance and Truancy Protocol. Any student who is subject to compulsory attendance and is deemed 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 also may be revoked 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 valid 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. Consequences may also include disposition for unruly children.

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 who has 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, or imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day's absence from school in violation of this part after the child's School District notifies the parent, guardian or other person who has control or charge of a child of five unexcused days of absence for a school shall constitute a separate offense. Schools shall notify parents when a student accumulates five (5) unexcused absences.

- a. Skipping class or required activity: Failure to attend class or activity or being tardy without a valid excuse.
- b. Leaving campus without permission: Leaving school grounds during the regularly scheduled school day without permission of a parent and 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
- 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**

“Bullying” (per O.C.G.A. § 20-2-751.4) means:

- a. Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so.
- b. Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
- c. Any intentional written, verbal, or physical act that a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
 - 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.
 - Has the effect of interfering with a student's education.
 - Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
 - Has the effect of disrupting the orderly operation of the school.

The term applies to acts that occur on school property, on school vehicles, at designated school bus stops, or at school-related functions or activities or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system.

"Cyberbullying" (per O.C.G.A. § 20-2-751.4) means:

An act of cyberbullying which occurs using electronic communication, whether or not such electronic act originated on school property or with school equipment, if the electronic communication:

- is directed specifically at students or school personnel,
- is maliciously intended for the purpose of threatening the safety of those specified or disrupting the orderly operation of the school, and
- creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose.

Electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic, or photo optical system.

Consequences: Levels 1- 4

Upon a finding by the disciplinary hearing officer, panel, or tribunal of school officials that a student in grades six (6) through twelve (12) has committed the 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 other mode of transportation used to transport students to and from any Clayton County Public Schools owned properties or to and from extra-curricular, interscholastic activities 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 on physical violence, bullying, assault, battery, disrespectful conduct, or other unruly behavior. In the event a student's bus privileges are suspended, it shall be 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 has been 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 shall be required to meet with the principal/designee to execute a bus behavior contract or student may be removed from receiving bus services.

Violations of the following bus rules are offenses under this section:

- a. All body parts shall remain inside the bus at all times.
- b. Nothing shall be thrown into, out of, inside, or at the bus.
- c. Students shall not make unnecessary noise and must remain seated at all times unless directed by the driver.
- d. Students are required to remain quiet at all railroad crossings.
- e. Emergency doors and windows are to be used only at the direction of the driver.
- f. Students shall not board or exit a bus at a bus stop other than the one assigned to their residence without submitting a written request from their 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, mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the driver's operation of the school bus or interfere with the school bus communication equipment. OCGA § 20-2-751.5

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

6. Communication Device Offenses (unauthorized possession/use)

The visible possession or use of communication devices such as cell phones 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, Repeated Discipline Offenses

A chronic disciplinary problem student is a student who exhibits a pattern of behavioral characteristics that interfere with the learning process of students around him or her and which are likely to recur after a student has been identified as a chronic disciplinary problem student.

Consequences: Level 4 Depending on the criteria listed and the approval by the Department of Student Discipline, Prevention and Intervention Office of Tribunals.

The principal will notify the student's parent or guardian of the disciplinary problems by telephone call and by either certified mail or statutory overnight delivery with return receipt requested and invite such parent or guardian to observe the student in a classroom situation.

At least one parent or guardian will be invited to attend a conference to devise a disciplinary and behavioral correction plan. The principal or designee and the parent or guardian are expected to be present at the conference. The principal may also invite other appropriate staff members if advisable to do so.

If the parent or guardian fails to attend the conference, it will be 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

- a. Insubordination: Failure to comply with reasonable directions or commands of authorized school personnel or designees.
- b. Refusal to identify oneself: Refusal to identify oneself upon request of any school district employee or designee.
- c. Dress code violation: Repeat violations of the school or district dress code
- d. Failure to attend detention or ISS: Failure to attend detention or In-School Suspension
- e. Verbal altercation: engagement in a verbal altercation with any person
- f. 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.
- g. 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.
- h. Inappropriate Display of Affection
- i. 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)
- j. Failure to follow established health, and/or safety rules while on the school property or participating in a virtual class or extending learning beyond the classroom.
- k. 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. Also falsifying, misrepresenting, omitting, or erroneously reporting information regarding instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student. O.C.G.A §20-2-751.5 (a)(17)

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

9. Disruptive Behavior Offenses

- a. 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.
- b. In restricted area without permission: Students may not be present in an unauthorized area of school property.
- c. Restricting others use of school facilities or activities: Students shall not occupy or block (or attempt to occupy or block) the entrance or 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

Prohibited substances defined as "Drug" for purposes of this offense category include the following. While illegal drugs are included within this definition, its application is not limited to substances that are prohibited by Georgia Controlled Substances Act:

- *Narcotics, hallucinogens, amphetamines, barbiturates, marijuana, stimulants, prescription medication (not prescribed to student) or any other substance listed under the Georgia Controlled Substances Act.
- *Vapes, edibles (any food or drink), or any other consumable substance containing any illegal drug, controlled substance, intoxicant or medication prohibited under this section. This includes substances containing and/or derived from cannabis, cannabinoids, synthetic cannabinoids, THC and marijuana. Concentration does not impact prohibited status under this Code of Conduct. 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.

Legal intoxication is not required for violation of this code.

- a. Possession with intent to buy, sell or distribute drugs: Possession with intent to buy, sell, or distribute drugs or distribute a substance falsely identified as such, or that is believed by the purchaser and/or seller to be a drug.
- b. Possession, use, or under the influence of drugs: Possession, consumption, transmitting, storing, or under any degree of influence of drugs.
- c. Possession of drug related paraphernalia or equipment: Possession, transportation, storage, buying, selling, or otherwise distributing any drug related paraphernalia.
- d. Under the influence of inhalants or other substances: Students shall not sniff or be under the influence of inhalants or other substances (exclusive of alcohol or drugs).
- e. Possession of Prescription or 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, or the attempt thereof.

Consequences: Levels 1-4 Depending on the evidence

11. False Emergency Offenses

- a. False call to emergency services: knowingly make or cause a false call to emergency services.
- b. 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 placing bets, money, or other items

Consequences: Levels 1-3

13. Gang Related Offenses

A "gang" is defined as any group or association of three or more persons, whether formal or informal, which encourages, solicits, promotes, urges, counsels, furthers, advocates, condones, assists, causes, advises, procures, or abets any illegal or disruptive activity or behavior of any kind, whether on or off school campuses or school property. A student is in violation of this section, if the student engages in one or more of the following:

- a. Identifying oneself 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 painting property with gang related symbols.
- b. Solicitation of gang members: Recruitment or solicitation of membership in any gang or gang related organization.
- c. 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 or 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 that is:

- Punishable as a felony or would be punishable as a felony if committed by an adult; AND
- Conduct which makes the student's continued presence at school either:
 - a. Potential danger to persons or property at the school; OR
 - b. Disruptive to the educational process. (O.C.G.A. 20.2.751)

Consequences: Levels 1-4 Depending on the criteria 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 contrary 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 includes, but is not limited to, promoting or inciting others to physical violence; disrupting the orderly operation of the schools by recording or taking pictures of fights in school buildings; and/or posting recordings or photographs of school disturbances, including fights on social media.

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

18. Physical Offenses

- a. 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.
- b. Horseplay/Wrestling: engagement in rough or boisterous activities
- c. Fighting: physical confrontation between two or more students that involves mutual participation.
- d. 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
- e. 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, the decision of the disciplinary hearing officer, panel, or tribunal shall include a recommendation as to whether a student may return to public school and, if return is recommended, a recommended time for the student's return to public school.
- f. 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 by the disciplinary hearing officer, panel or tribunal, the student shall be 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 re-enroll 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 re-enroll 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 and 18f)

19. Property Related Offenses (O.C.G.A. § 20-2-751.5; O.C.G.A. § 160-8-41)

- a. Destruction / Vandalism / Theft to Private Property/Robbery/Burglary: Acts or attempts to mark, deface, damage, vandalize, or steal private property (including setting or attempting to set a fire to property).
- b. Destruction / Vandalism / Theft to School Property/Robbery/Burglary: Acts or attempts to mark, deface, damage, vandalize, or steal school property (including setting or attempting to set a fire to property)
- c. Possession of Stolen Property: Possession of private or school property on school grounds.
- d. Robbery with the use of weapon: Taking or attempting to take, anything of value that is owned by another person/student or the school, under confrontational circumstances by **force or threat of force** or violence and/or by putting the person in fear. Weapons include but are not limited to guns, knives, clubs, razor blades, etc.

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

20. Virtual Learning or Extending Learning Beyond the Classroom Offenses

Students shall not engage in any speech or conduct in a virtual learning or extending learning beyond the class which materially and substantially disrupts the teaching and learning process, the educational environment, or endangers the health, safety, reputation, property or well-being of other students, teachers, or other employees of the School District.

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

21. School Disruption

Students will not engage in acts that cause or may cause a material and substantial disruption of the school and/or threaten the safety or well-being of other students. Prohibited acts include, but are not limited to, walkouts, sit-downs, rioting/chaos, picketing, trespassing, inciting disturbances, pranks, terroristic threats, gang-related activities, threats to the school, bomb threats, pulling fire alarm, calling 911, and actual violence during period of disruption, etc.

- a. Minor Localized Disruption: Students will not commit any behavior that disrupts class instruction, distracts students and/or teachers, or creates a dangerous or fearful situation for students and/or staff. Includes 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.

- a. Major School Disruption: Acts that cause substantial disruption of learning opportunities or reckless conduct that threatens the safety of others (includes school evacuations, lockdowns, riots, sit-downs, picketing, and disruptions that cause interruptions in the school's function).
- b. **Consequences:** Levels 1-4 Depending on the severity of the incident, evidence, previous discipline history and prior interventions implemented

22. Sexual Offenses

- a. Consensual participation in any form of Sexual Activity
- b. Sexting: The sending and/or receiving of sexually explicit messages or pictures.
- c. Indecent exposure: Behavior that includes exposing one's intimate body parts (as defined in this section) in public.
- d. Sexual Misconduct: 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, text messages; sexually offensive drawings or poster directed towards another person, nonconsensual sexual contact whether there is a pattern of behavior or a single significant incident.
- e. 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).
- f. 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.
- g. Sexual Harassment: Sexual Harassment means conduct based on sex that satisfies one or more of the following:
 - An employee conditioning the provision of an aid, benefit, or service on the student's participation in unwelcome sexual conduct (often called quid pro quo).
 - Unwelcome conduct based on sex that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access to a school's program or activities; or
 - Sexual assault, dating violence, domestic violence, or stalking. (See Policy JCAC)

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

23. Technology Offenses

- a. Unauthorized access or attempted access to school technology: Acts or attempts to purposely seek security problems to gain access to school technology resources.
- b. 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).
- c. 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.
- d. Compromising of school technology: Acts or attempts to engage in any activity that overuses, wastes, or compromises school technology resources.
- e. 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).
- f. 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.

24. Threatening Behavior Offenses (Assault)

A Safety Checklist (threat) is required for all instances of threatening behavior.

- a. Terroristic Threat: Communication (verbal or written) of a serious expression to harm or use violence against a group of individuals and/or school property.
- b. Verbal Assault/Threatening Another Student or Non-school employee: Verbal, written, or physical (gesture) communication intended to place a student or other person in fear of bodily harm.
- c. 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 cause physical injury to another.
- d. Verbal Assault/Threatening **School Personnel** or School official: communication of 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, other school official, or employee so requests.
- e. 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 cause physical injury to any school personnel or official. 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 request.

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

25. 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 and referral to the ASPIRE Program. (A Smoking Prevention Interactive Experience) at <http://www.mdanderson.org/aspire>. ASPIRE Program is for **middle** and **high school** students only. A Certificate of Completion must be printed and presented to the referring administrator.

26. Vaping, Juuling, Electronic Smoking Device

A student shall not possess, distribute, or use vapes, juuls, vape pens, advanced personal vaporizers, and related products while on school property. Electronic smoking devices include any device used to deliver nicotine or any other substance that may be used by a person to stimulate smoking through inhalation of vapor or aerosol from the device. Note, prohibited devices under this section may also fall under Section 10 (Drug Offenses) of this Code of Conduct to the extent that they contain substances defined within that Section.

Consequences: First to Second Offense in a school year - **Levels 1-2** and a referral to the web-based ASPIRE (A smoking Prevention Interactive Experience) program at www.mdanderson.org/aspire for middle and high school students only. A Certificate of Completion must be printed and presented to the referring administrator. **Third offense** in a school year - **Levels 1-3** and a referral to the School Partnering Advance Wellness, Resilience and Knowledge (SPARK) to address the use of nicotine and other substances.

Fourth offense and above in a school year- **Level 4** and a referral to the School Partnering Advance Wellness, Resilience and Knowledge (SPARK) to address the use of nicotine and other substances.

27. 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.

- a. Possession of a dangerous weapon or firearm (loaded or unloaded): Firearms include 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 anti-personnel 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.

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.

Consequences: Levels 3 and 4.

- b. 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 or any other knife or instrument 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 or 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 shall be 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.

- c. 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-alike 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 that the student brought it to school with the intent to harm another); any firearm muffler, or silencer, chains, ice picks, plastic disposable razor, or slingshot, or any tool or instrument which can reasonably be used as a weapon or is intended to be used as a weapon.

Consequences: Levels 1-3

- d. 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

- e. 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.

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

Consequences: Levels 1-2

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

Consequences: Levels 1-3



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, including work completed by another individual, or generated by a computer or software program
- 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 IHF (6) 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 Regulation IHF (6)-R (1) and Clayton County Public Schools Board Policy IHF (6).]

Alternate Diploma

Every Student Succeeds Act (ESSA) received approval to amend the graduation rule in November 2019. The amendment relates to a State designated Alternate Diploma option for students with significant cognitive disabilities assessed using an alternate assessment (GAA 2.0). An Alternate Diploma is the document awarded to students with the most significant cognitive disabilities who were assessed using the alternate assessment aligned to alternate academic achievement standards. While this diploma is standards based and aligned with the state requirements for the regular high school diploma, it is not a regular high school diploma. Therefore, an alternate diploma does not terminate Free and Appropriate Public Education (FAPE) for students with an Individualized Education Program (IEP).

The Alternate Diploma is available for students who entered ninth grade beginning with the 2020-2021 School Year. Students with the most significant cognitive disabilities enrolled in high school prior to the 2020-2021 school year who take the GAA in middle and high school and complete other requirements (23 credit hours and postsecondary school or work) will still receive the regular diploma; however, students who will take GAA and entered high school in 2020-21 or later will receive an alternate diploma upon graduation or reaching twenty-two years (22) of age with the same or similar criteria.

Exam Exemptions

High School

Clayton County Public Schools permits the following exam exemptions in the first semester (**Term 2-winter**) and second semester (**Term 4-spring**) for high school 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 the final examination.
- Students with no office referral in the class and who have a passing average in a course that does not require an EOC test shall have the option of exempting a class final examination.
- Students who earned an average grade of "A" for the first semester (**Term 2-winter**) or second semester (**Term 4 - spring**) in a class shall have the option of exemption from the final Examination of a course that does not require an EOC test.
- Students with perfect attendance for the year and a passing average in the class shall have the option of exempting a class examination, other than a required EOC test.

Number of exemptions allowed by grade level. Year-long Courses	Number of exemptions allowed by grade level. Semester-long Courses
9th grade - 2 exam exemptions	9th grade - 1 exam exemption
10th grade - 3 exam exemptions	10th grade - 1 exam exemptions
11th grade - 4 exam exemptions	11th grade - 2 exam exemptions
12th grade - all exams may be exempted	12th grade - all exams may be exempted

In addition, seniors who have not met their 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 laptops, textbooks, calculators, library materials, unpaid fees, and uniforms not returned.

Definitions and Explanations

Consideration for exam exemption shall be on a class-by-class basis. Perfect attendance in a class is defined as the following:

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

There are no exceptions granted for any reason, no matter how critically important the reason for absenteeism. A first semester (**Term 2-winter**) or second semester (**Term 4 – spring**) 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 the final grade, the examination shall be counted. However, if that student's examination grade lowers the final average, the examination grade shall not be counted.

Responsibility for Textbooks and Instructional Materials

The full responsibility for textbooks and instructional materials, which are loaned by the school to students, rests with the students and their parents and guardians. Consequently, students and parents shall be made aware of the Board policy and regulations during the first week of school. New students and their parents and guardians shall be introduced to the policy at the time the students enroll.

Each student shall return all issued textbooks and non-consumable instructional materials at the time the student withdraws from the school, at the end of all classes, or at the end of the school year. Those books the district has identified as consumable are exempt and become the student's property. Students should take consumable books with them when transferring to another CCPS school. Students who lose, destroy, or otherwise damage textbooks shall be required to reimburse Clayton County Public Schools for the replacement cost of the items or purchase a replacement copy of the book with the same ISBN and in the same condition issued to the student.

Textbooks and Instructional Materials

Unless designated as consumable, textbooks and other instructional materials are the property of Clayton County Public Schools. Textbooks are provided for the use of students enrolled in district schools and centers and are expected to be returned in the condition in which there were issued less reasonable wear and tear. Students who lose or damage instructional materials including but not limited to books, laptop computers, or other instructional materials will be charged the replacement cost of the lost or damaged item.

Items that are designated as consumable are provided for use by students but are not returned at the time of withdrawal or at the end of the year. Students are issued one set of texts and are expected to retain these instructional resources throughout the school year. **Students transferring from one CCPS school to another are expected to bring their consumable instructional materials with them to their new school.**

Students may write their names on the inside cover of their textbooks in the designated area only; students must not write in their books. Students are responsible for textbooks that are not returned or that have been damaged. Students will not be denied access to textbooks; however, they are expected to make their best effort to pay for or replace missing or damaged books. All fines should be paid no later than the last instructional day of the school year.

Students are required to pay the replacement cost for lost or damaged textbooks and instructional materials. (A \$5.00 fee will be assessed for the intentional unauthorized removal of a barcode. Students should report problems with barcodes not adhering to book covers immediately once identified.) The replacement costs of books and other materials are available in the district's Textbook Management application. Payments must be made online using School Cash platform at <https://claytoncountyps.schoolcashionline.com/>. Students who transfer from one CCPS school to another are still held accountable for paying accrued costs of lost or damaged textbooks. Families who cannot afford to reimburse schools for lost or damaged textbooks should reach out to the school's official textbook contact who will discuss their options.

Lost or Damaged Textbooks

Schools will ensure losses are recorded and fines are assessed in the district's Textbook Management application. If a student fails to pay for lost textbooks, teachers will not issue additional books to them. However the student is permitted to use books in the classroom and may be given the information necessary to access textbook material from the Internet at home.

Parents Review of Materials

Parents and guardians may learn more about their child's courses of study by submitting a written request to the principal to review instructional materials intended for use in the classroom. Parents and guardians may request to review materials during the first two weeks of each grading period. To learn more, please see Regulation IFAA-R (2): Instructional Materials Selection and Adoption - Review of Instructional Materials

Georgia Milestones Assessment System

The Georgia Milestones Assessment System is a comprehensive summative assessment program and represents a single system of summative assessments that span all three levels of the state's educational system—elementary, middle, and high school. Georgia Milestones measures how well students have learned the skills outlined in the state-adopted content standards in English Language Arts, mathematics, science, and social studies. Georgia Milestones consists of end-of-grade measures in English Language Arts and mathematics in grades 3-8, end-of-grade measures in science in grades 5 and 8, end-of-grade measures in social studies in grade 8, and end-of-course measures for specified high school courses. The high school Physical Science EOG, administered in lieu of the 8th grade science EOG, shall be administered only to 8th grade students enrolled in the high school Physical Science course.

- The HS Physical Science EOG shall not count as the final exam or in students' final grade.
- The HS Physical Science EOG shall not be administered to any other middle school students or to high school students enrolled in Physical Science.

Georgia Milestones	ELA	Mathematics	Science	Social Studies
End-of-Grade (EOG)	Grades 3 – 8	Grades 3 – 8	Grades 5 & 8 <i>High School Physical Science (Grade 8 Only)</i>	Grade 8
End-of-Course (EOC)	American Literature and Composition	Algebra Concepts and Connections	Biology	U.S. History

The Georgia Milestones Assessment System

Georgia Milestones is administered primarily on a computer and includes the following features:

- Technology-enhanced items in all grades and courses,
- Open-ended (constructed response) items in English language arts in all grades and courses,
- A writing component (in response to passages read by students) at every grade level and course within the English Language Arts assessment,
- A reported Lexile score based on the English Language Arts assessment in all grades and courses, and
- Estimated norm-referenced performance ranges for all grades and courses.

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

Gifted Students

In compliance with Georgia Department of Education Rule 160-4-2-.38 (IDDD), evaluation data results for all students referred to the Gifted identification process 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 specific individual needs. 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. The Gifted Eligibility process can be conducted virtually or face to face. Parents and guardians with questions concerning the gifted eligibility process should contact the school's gifted lead teacher.

Dual Enrollment

No later than the first day of February each year, each eligible high school shall provide information about the Programs, which shall include forms provided by the Georgia Department of Education, to all its eligible high school students. An eligible high school shall also provide counseling services to such students and their parents or guardians before the student enrolls in the Programs. Prior to participating in the program, the student and the student's parent or guardian shall sign the form provided by the eligible high school or by an eligible postsecondary institution stating that they have received the counseling specified in this subsection and that they understand the responsibilities that shall be assumed in participating in the Programs.

Information and materials regarding the Programs shall be provided to each eighth-grade public school student at the time the student is developing his or her individual graduation plan as required by O.C.G.A. § 20-2-327. In order to participate in the Programs, each eligible high school shall be required to execute a participation agreement as prescribed by the Georgia Student Finance Commission.

A participating eligible high school shall grant secondary credit to an eligible high school student enrolled in a dual credit course or self-pay dual credit course in an eligible postsecondary institution if such student successfully completes such course. The secondary credit granted shall be for a comparable required course; career, technical, and agricultural education course; or elective course. Upon completion of an eligible postsecondary institution's dual credit course or self-pay dual credit course, the eligible high school student shall be responsible for requesting that the eligible postsecondary institution notify such student's eligible high school regarding his or her grade in such course.

Secondary credits granted for eligible postsecondary institution dual credit or self-pay dual credit courses shall be counted by the eligible high school toward graduation requirements and subject area requirements of the eligible high school. Evidence of successful completion of each dual credit or self-pay dual credit course and secondary credits granted shall be included in the eligible high school student's secondary school records and transcripts. Grades earned at an eligible postsecondary institution shall be included on the high school transcript and shall be used, by the eligible high school, to compute a student's grade point average. Secondary credits granted at an eligible postsecondary institution shall be converted and transcribed on the eligible high school student's transcript.

Eligible postsecondary institution semester hour credit shall be converted to secondary credit as follows:

- 1 to 2 semester hours = .5 secondary credit
- 3 or more semester hours = 1 secondary credit
- 1 to 3 quarter hour credits = .5 secondary credit
- 4 or more quarter hour credits = 1 secondary credit.

A participating eligible high school shall be required to award a high school diploma to any eligible high school student who is enrolled at or through an eligible postsecondary institution under the Programs as long as the credit earned at or through such postsecondary institution satisfies course requirements needed for the eligible high school student to complete high school graduation.

Dual Enrollment Requirements for the Traditional High School Diploma

An eligible high school student shall meet the following requirements, pursuant to O.C.G.A. § 20-2-161.3, in order to be awarded a high school diploma:

1. Receives a score of admission acceptable on the readiness assessment required by the eligible postsecondary institution.
2. Earns a secondary credit in State Board identified high school courses that culminate in a state administered end-of-course assessment in each of the following subject areas: English/language arts, Mathematics, Science and Social Studies. (Eligible high school students must participate in the appropriate end-of-course assessment. However, State Board of Education Rule 160-3-1-.07 TESTING PROGRAMS - STUDENT ASSESSMENT (2)(j)1 establishes certain exemptions from end-of-course assessments.)
3. Earns one secondary credit in health and physical education.
4. Completes approved postsecondary courses that satisfy high school graduation requirements.
5. Earns the requisite credits required by State Board of Education Rule 160-4-2-.48 High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2008-09 School Year and Subsequent Years.

Dual Enrollment Requirements for the Accelerated Career Diploma An eligible high school student shall meet the following requirements, pursuant to O.C.G.A. § 20-2-149.2, in order to be awarded a high school diploma:

- Receives a score of admission acceptable on the readiness assessment required by the eligible postsecondary institution.
- Earns two secondary credits in state required ninth and tenth grade level high school courses or their equivalent, two English courses, two mathematics courses, two science courses, and two social studies courses; and any state required tests associated with any such course.
 - a. Student pursuing a high school diploma according to the provisions of the Accelerated Career Diploma must successfully complete and pass the following courses and participate in the specified end-of-course assessments: Algebra I or Coordinate Algebra, American Literature and Composition, and Biology
 - b. Students entering the 9th grade in the 2022-2023 school year and beyond who pursue a high school diploma according to the provisions of Accelerated Career Diploma must also successfully complete and pass both American Government and Personal Finance & Economics.
- Earns one secondary credit in health and physical education.
- Completes one of the following postsecondary requirements:
 - a. An associate degree program; or
 - b. A technical college diploma program and all postsecondary academic education and technical education and training prerequisites for any state, national, or industry occupational certifications or licenses required to work in the field; or
 - c. At least two technical college certificate of credit programs in one specific career pathway and all postsecondary academic education and technical education and training prerequisites for any state, national, or industry occupational certifications or licenses required to work in the field as determined by the Technical College System of Georgia.
- A student who meets the above Accelerated Career Diploma requirements (i) through (iv) shall be deemed to have met all graduation requirements of the State Board of Education and shall not be subject to any courses or assessments otherwise required for purposes of graduation.

As of July 1, 2023, each student participating in the Dual Enrollment program provided for in O.C.G.A. § 20-2-161.3 who is eligible for HOPE grant pursuant to O.C.G.A. § 20-3-519.5 shall be allowed to access HOPE grant funds for eligible Career Technical and Agricultural Education (CTAE) courses, as defined in O.C.G.A. § 20-2-161.3, irrespective of whether such student has reached any maximum credit hour cap provided for in O.C.G.A. § 20-2-161.3.

Georgia Department of Education Senior Seal Programs

Senior students are given a variety of opportunities to earn recognition in these departments: Social Studies, Advanced Placement, World Languages, and Career, Technical, and Agriculture Education (CTAE). These recognitions come in the form of a seal on their diploma and an honor cord worn at graduation to demonstrate their extra effort and work throughout their high school career.

Fine Arts Diploma Seal

Clayton County Public-school Qualification

- a. Georgia Fine Arts Pathway: A Fine Arts Pathway consists of a minimum of three total credits in ONE of the fine arts subject areas: dance, music, theater, and visual arts.
- b. Creative Industry Skill Focus Course
- c. CTAE/English Language Art/Social Studies credit that provides a creative industry skill focus and two fine arts related extracurricular activities or
- d. Four fine arts credits and two fine arts related extracurricular activities OR
- e. Dual Enrollment Fine Arts Courses (three credits and must be approved by the Georgia Department of Education using the correct code for CCRPI at an accredited college/university and two fine arts related extracurricular activities*
- f. Community Arts Partnerships: Students share their talents and industry knowledge by providing at least 20 hours of arts related community service and present a CAPSTONE presentation on their experiences.
- g. Written Reflection: Students are required to write a 3–4-page reflection paper based on their community service activities. in O.C.G.A. § 20-2-161.
- h. Portfolio: This consists of a visual demonstration of required lessons the student learned during high school. The portfolio must show the student's work within their fine arts pathway. Each student will be responsible for developing a portfolio that is both attractive and informative.
- i. A list of approved Creative Industry course and approved extracurricular activities are listed in the complete paperwork that is provided by each school's counselor. More information on courses and the capstone project is available [here](#).

International Skills Diploma Seal

Clayton County Public Schools Qualifications

1. World Languages Pathway: a World Languages pathway consists of any THREE courses in ONE language (ex. chFrench 1, 2 and 3) or (Spanish for Native Speakers 1, Spanish IV and AP Spanish Language) and/or ESOL courses.
2. International Focus courses: four credits in courses such as International Economics, US History, Geography, Sociology, etc. A full list of courses is available from the paperwork provided to counselors and World Languages department chairs in August.
3. Four extracurricular activities and experiences with global or cultural themes (international clubs, local activities, travel abroad)
4. Twenty hours of community service with a global or cultural theme
5. Capstone Presentation or Capstone Portfolio: student-driven project based on the knowledge and experiences gained in the courses and activities which is delivered to a school or district-based committee of teachers, parents, administrators, or other stakeholders.

Interested students should contact their counselors or the World Languages department chair. More information on courses and the capstone project is available [here](#).

Seal of Biliteracy

Clayton County Public School Qualifications

1. Qualifying students must have a 3.0 GPA in English Language Arts (ELA) and English to Speakers of Other Languages (ESOL) courses.
2. Demonstrate proficiency in one or more languages other than English.
3. Proficiency Tests
 - a. Tier 1 (Spanish, French, and Latin): Students may demonstrate proficiency by scoring a 4 or 5 on the AP Exam
 - b. Tier 2 (Vietnamese, Haitian-Creole, Wolof, Tagalog, Khmer, Tamil, etc.): Students may demonstrate proficiency by completing the ALTA Speaking and Listening and Writing test with a score of 1+

Interested students should contact their counselors, lead ESOL teacher or the World Languages department chair. More information on the Seal of Biliteracy can be found [here](#).

Career Ready Diploma Seals (CTAE)

- Employability/Soft Skills Seal
- Students shall complete an Employability Skills/Soft Skills program approved by CCPS.
- Distinguished Employability/Soft Skills Seal
- Students shall complete the requirements for the Employability/Soft Skills Seal and earn at least one unit in a state-approved Work Based Learning (WBL) program.

Pathway Skills Seal

Students shall complete a Career, Technical and Agricultural Education (CTAE) pathway in at least one of the 17 career clusters **AND** complete one (1) of the following criteria:

- Pass an End of Pathway Assessment (EOPA) or Industry Recognized Credentialing exam (if applicable)
- Complete a pathway in an industry-certified program.
- Earn at least one unit in a state-approved Work-Based Learning program in the concentrated pathway area.
- Complete all components of the Career-Related Capstone project in the concentrated CTAE pathway area, as outlined by the Georgia Department of Education
- Earn a minimum score of 36 on the Armed Services Vocational Aptitude Battery (ASVAB) test.
- Via dual enrollment completion of two Technical Certificates of Credit (TCC) in one pathway, earning a Technical College Diploma or earning an associate degree (Senate Bill 2 requirements)

Distinguished Pathway Skills Seal

Students shall complete a CTAE pathway in one of Georgia's 17 Career Clusters **AND** complete two (2) of the following requirements:

- Pass an End of Pathway Assessment (EOPA) or Industry Recognized Credentialing (if it applies).
- Complete a pathway in an industry-certified program.
- Earn at least one unit in a state-approved Work-Based Learning program in the concentrated pathway area.
- Complete all components of the Career-Related Capstone project in a pathway as outlined by the GADOE.
- Earn a minimum score of 36 on the ASVAB test.

Leadership Skills Seal

Student shall acquire the Leadership Skill Seal by meeting the following criteria:

- Complete one year of membership in a state-recognized Career and Technical Student organization (CTSO) or complete two years of Junior Reserve Officers' Training Corps (JROTC) (two credits on a traditional schedule or four credits on a 4x4 block schedule)
- Prepare a portfolio to include as a minimum, a cover letter, resume, three letters of recommendation **AND** complete one (1) of the following:
 - Present to business and industry, civic organizations, legislators and/or local, state, or national board of education members on behalf of local CTAE, CTSOs or JROTC
 - Receive a regional, state or national honor and/or recognition.
 - Participate in at least 40 hours of documented community service, and/or community service campaigns (i.e. March of Dimes)
 - Earn a minimum of 36 on the ASVAB.

Distinguished Leadership Skills Seal

Students may earn the Distinguished Leadership Skills Seal by completing the following requirements:

- Complete two years of membership in a state-recognized Career and Technical Student organization (CTSO) or complete three years of JROTC (three credits on a traditional schedule or six credits on a 4x4 block schedule).
- Present to business and industry, civic organizations, legislators, or local, state, or national board of education members on behalf of local CTAE, CTSOs or JROTC.
- Hold or previously held a leadership office at the local, regional, state or national level in a state recognized CTSO during high school or a JROTC Command or Staff position within the unit or JROTC co-curricular activity and earn a rank of E7 or above.
- Participate in at least 80 hours of documented community service, or community service campaigns (i.e. March of Dimes).
- Students interested in pursuing this recognition must speak with their counselor or their CTAE teacher for more information. More information on the requirements and partnerships can be found [here](#).

Civic Engagement Seal

Clayton County Public Schools Qualifications

Students may earn the Civic Engagement Seal by completing the following criteria:

- Complete three units of social studies credit, including at least one in United States History, one in World History, one-half unit of American Government and one-half unit of Economics.
- Complete the American Government Basic Skills test and pass with a 70%.
- Complete 50 hours of voluntary participation in community service or extracurricular activities during the high school career—**fifteen (15) hours must be obtained by participating in civic engagement activities.**
- Present a capstone portfolio on the knowledge gained in social studies and/or civics/government related courses.
- Students interested in pursuing this recognition must speak with their counselor. More information on the requirements for the seal can be found [here](#).

Advanced Placement College Board Capstone Seal

The AP Capstone is a diploma program from the College Board based on two-year AP courses—AP Seminar and AP Research. These courses develop students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. All CCPS high schools offer Capstone courses. Currently there are two active programs at Forest Park High School and Morrow High School. College Board Qualifications for the AP Capstone Diploma and Certificate are listed below:

- Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma.
- Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams shall receive the AP Seminar and Research Certificate.

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

Principals shall communicate and monitor the implementation of the district's grade reporting procedures. Communication logs must be maintained by teachers and accessible to principals to ensure parents have received advanced notification of student academic achievement. All documentation must be entered into the Student Information System contact log. In addition to maintaining communication logs, teachers are required to notify parents and guardians via a phone conference or face-to-face meetings prior to assigning final report card grades that are less than 70.

Georgia Standards

The Georgia Standards were designed to ensure all students progress to the college and career-ready level by the end of high school. They align with the national and global learning expectations. 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. The standards 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 <https://www.georgiastandards.org/Pages/default.aspx>

Grade Reports

Grade reports are issued every nine weeks and progress reports are issued every four and one-half weeks. We encourage parents and guardians to schedule a conference whenever these reports contain information explaining academic deficiencies and areas for growth. Parents and 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>.

Determining Classwork Grades

Classwork must be rigorous and standards-based to demonstrate students' progress toward content mastery. Expectations for grading may be communicated to students and parents or guardians in the course syllabus. Students' grades should reflect their level of mastery of content standards. Therefore, teachers shall use standards-based grading techniques (e.g. noting the standard associated with an assignment, use of rubrics, criterion-standards-based checklists, etc.) on relevant assignments to determine and inform students and parents of the level of mastery of the standards. Teachers should avoid assigning grades to activities that are nonacademic-related (e.g. behavior, attendance, time spent on supplementary programs, such as Accelerated Reader). All grades shall be based upon well-defined criteria that align to curriculum standards.

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 the parent's responsibility to make arrangements and 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 the student's responsibility to initiate the make-up work for missed assignments, tests, and classwork. Students must assume responsibility for obtaining the required information and making necessary arrangements with the teacher. Parents should assist their child with requests for make-up work, 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 and 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 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.

To learn more about grading practices, review District Regulation IHA-R (1): Grading Systems.

Cheating and Plagiarism

Cheating and plagiarism are very serious academic offenses. Principals will establish procedures for addressing these offenses. Any student who plagiarizes or cheats on an assignment or test will be referred to the principal, assistant principal, or principal designee along with the supporting evidence. Use of Intelligence (AI) to generate student coursework presented as student's original work constitutes impermissible plagiarism/cheating.

Incomplete (I)

An "I" refers to a student's failure to take the required End-of-Course (EOC) test or incomplete work in non-EOC courses as a result of extended illness or some circumstance that warrants an extension of time. Incomplete grades due to 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. The value of an (I) will equal a zero (0) and will be calculated accordingly so that students and parents see students' current average in real time.

Grade Reporting

Progress reports are issued every four and a half weeks within each nine-week grading period. Report cards are issued every nine weeks at the elementary and middle school 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.

Required Use of Georgia Milestones as End of Course Assessments

The Georgia Milestones EOC shall be used as the final exam in the courses assessed by a Georgia Milestones EOC. Georgia Milestones EOC reports shall provide students, parents, and educators with individual scores on each EOC taken; student scores must be recorded on, in, or with the individual student report card. (Refer to: SBOE Rule 160-4-2-.13). Students enrolled in any of the core courses identified by the SBOE are required to participate in the Georgia Milestones EOC assessment at the end of each course.

If a student is rostered in an EOC course and does not sit for the required EOC Exam, an Incomplete (I) is issued for not sitting for the exam, and the student will receive a zero (0) as the final EOC Exam grade. The value of an Incomplete (I) will equal zero (0). The zero (0) for an EOC will count as 10% of their final course grade. The final grade will be calculated and posted to the student's transcript. There should be sufficient documentation to indicate the student was notified of testing opportunities and did not participate. The EOC is Georgia's assessment utilized for federal high school accountability. As a result, systems must provide for the participation of all students in completion of an EOC course. (See the GADOE Student Assessment Handbook).

Parent Notification

Teachers should contact parents once a student's grade falls below 75. Teachers should hold individual conferences and/or Individualized Education Program (IEP) meetings, where applicable, in person or by telephone with parents and legal guardians to discuss a plan for student remediation. The teacher will provide students with additional opportunities to demonstrate mastery of the content.

Accuracy of Grade Reporting

Teachers are required to accurately maintain student performance, grades and attendance. Student grades must be entered weekly in the district's grade book program. Teachers shall document evidence of notifying parents or guardians if a student's progress report or report card grade is less than 70.

ELEMENTARY SCHOOL GRADE WEIGHTS			
ELEMENTARY Core Content and Electives			ELEMENTARY Fine Arts/CTAE
CLASSWORK	50%		PARTICIPATION/CLASSWORK 50%
TESTS/QUIZES	30%		PROJECTS/PERFORMANCE 40%
PROJECTS	15%		ASSESSMENTS 10%
HOMEWORK	5%		

MIDDLE SCHOOL GRADE WEIGHTS			
MIDDLE Core Content and Electives			MIDDLE Fine Arts/CTAE
CLASSWORK	45%		PARTICIPATION/CLASSWORK 45%
TESTS/QUIZES	30%		PROJECTS/CONCERTS 30%
PROJECTS	15%		TESTS 10%
HOMEWORK	10%		QUIZES 5%
			HOMEWORK 10%

HIGH SCHOOL GRADE WEIGHTS			
HIGH Core Content and Electives			HIGH Fine Arts/CTAE
CLASSWORK	35%		PARTICIPATION/CLASSWORK 45%
TESTS/QUIZES	30%		PROJECTS/CONCERTS 30%
PROJECTS	10%		TESTS 10%
HOMEWORK	15%		QUIZZES 5%
FINAL EXAM/EOC	10%		HOMEWORK 10%

***EOC weight: 10% for current students enrolled in high school courses.**

***Non-EOC courses' final exam weight is 10%.**

Alternative grade weights may be approved by the Superintendent or the Superintendent's Designee

Classwork, tests, 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 should be assigned at least once a week, as appropriate based on grade level. Expectations for grading must be clearly communicated to students and parents.

Report Card Grades Charts

Grade Conversion for Grades K-2

Letter Grade	Definition	Grade Range Based on Graded Assignments	Description
E	Excellent	90-100	Exceeding content expectations
S	Satisfactory	80-89	Meeting content expectations
N	Needs Improvement	70-79	Inadequate progress towards meeting content expectations
U	Unsatisfactory	69 and below	Did not meet content expectations
NC	No Credit		Enrolled 10 days or less
I	Incomplete		Work requirements not completed

Grade Conversion for Grades 3-5

Letter Grade	Definition	Grade Range Based on Graded Assignments	Description
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 completed

Report Card Grades for Grades 6-12 Numeric grades are assigned for all subjects.

Letter Grade	Definition	Grade Range Based on Graded Assignments	Description
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 completed

Dual Enrollment Grades for Grades 9-12 Numeric grades are assigned for all subjects.

A	Excellent	95
B	Good	85
C	Progressing	75
D	Poor	70
F	Failing	65

Senior Exit Portfolio

The CCPS Senior Exit Portfolio is required for all 12th grade students enrolled in the 12th grade British Literature and Composition Course. Throughout the senior year, students will collect assignments, performance tasks, writings, assessments, and college and career preparation documents to complete their 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 comprises the following: Biography, Personal Goals, College or 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 software.

Student Safety, Science, and STEM Guidelines

Science and STEM courses are hands-on laboratory classes. Students will participate in many laboratory activities, which require the use of potentially hazardous materials and equipment. A positive attitude toward safety is imperative. Students should not fear experiments using reagents or equipment but instead respect them for the potential hazards associated with them. Safety in the science and STEM classrooms is the highest priority for students, teachers, and parents. Students have a responsibility to follow all safety instructions presented by the teacher and to abide by classroom and laboratory rules of conduct. The older the student, the greater the responsibility for contributing to the safe facilitation of classroom activities. Students should conduct themselves in such a manner as to reduce the probability of accidents or incidents.

Every student and parent or guardian must acknowledge receipt of the Student Science Safety Rules and Regulations. Students and parents or guardians must also acknowledge that failure to follow the science laboratory rules and regulations for Clayton County Public schools will subject the student to possible disciplinary action. In addition, it is the expectation that parents or guardians are aware of the measures taken to make the science and STEM laboratories safe and will instruct the student to uphold the agreement to follow the rules and procedures in the laboratory. Please note, teachers may have additional rules and regulations to ensure student safety during specific lab experiences and students are required to adhere to those expectations.

STUDENTS SHOULD IMPLEMENT AND UNDERSTAND THE FOLLOWING GUIDELINES BEFORE WORKING IN ANY LABORATORY SETTING:

- Obey all safety rules and regulations.
- Sign Safety Rules and Regulations Acknowledgement form.
- Know the location and use of all safety equipment in the laboratory.
- Clean the work area immediately after use.
- Obey good housekeeping practices.
- Report all accidents and injuries.



Student Science Safety Rules and Regulations

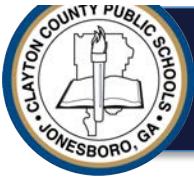
- Know the emergency exits and evacuation routes listed on the classroom evacuation route map.
- Know the location of safety and first aid equipment.
- Wear safety goggles whenever you use heat, chemicals, solutions, glassware, or other dangerous materials.
- Do not touch materials or equipment until instructed to do so by your teacher.
- Do not engage in horseplay or other acts of carelessness.
- Dispose of waste properly as directed by the instructor and/or adult supervisor.
- Do not place trash or debris in the sink.
- Put broken glassware in glassware disposal or proper container designated by the instructor and/or adult supervisor.
- Dispose of waste properly
- Do not put matches in the sink.
- Put broken glassware in proper containers.
- Never eat, drink, or chew gum in the laboratory.
- Never drink from the laboratory glassware.
- Notify the teacher when you observe hazardous conditions in the classroom.
- Examine equipment for malfunction, cracks, or other defects before beginning.
- Report all accidents to your teacher immediately.
- Know the possible hazards of a lab experiment before conducting it.
- Never reach over a flame or a heat source. Keep hair and clothing away from flames.
- The following should be adhered to by the course instructor and/or adult supervisor in the event of a chemical spill:
 - Minor Chemical Spill
 - Alert people in the immediate area of the spill.
 - Wear protective equipment, including safety goggles, gloves, and long-sleeve lab coats.
 - Avoid breathing vapors. Respiratory protection should not be required for a minor spill.
 - Confine spill to small area.
 - Use appropriate kit to neutralize and absorb inorganic acids and bases. Collect residue, place it in container, and dispose of it as chemical waste.
 - For other chemicals, use the provided General Spill Kit.
 - Collect residue, place in a designated container and dispose of it as chemical waste.
 - Clean spill area with water.
 - Major Chemical Spill (Dial 911)
 - Attend to injured or contaminated persons and remove them from exposure.
 - Alert people in the laboratory to evacuate following building protocols.
 - If spilled material is flammable, turn off ignition and heat sources.
 - Call Chemical Spill Emergency Response number (911).
 - Close doors to the affected area.
 - Have a person knowledgeable of the incident and laboratory assist emergency personnel.
- Examine equipment for malfunction, cracks or other defects before using it for laboratory instruction.
- Use flammable chemicals only after ensuring that there are no flames anywhere in the lab.
- Perform only authorized and approved experiments.
- Follow instructions both verbal and written from your teacher.
- If you do not understand a procedure, ask your teacher to explain.
- Prepare for an experiment by reading the directions before coming to the lab.
- Set up equipment away from table edges to avoid dropping it on the floor.
- Read all labels twice before using.
- Never return reagents to the stock bottle.
- Never mix chemicals together unless the instructions indicate for you to do so.
- Never taste and/or ingest chemicals and solutions.
- Never taste chemicals.
- Always add acid to water when diluting acids.
- After completing a lab experiment and/or activity, always clean your lab equipment and workspace with cleaning materials provided by the instructor and/or adult supervisor.
- Always clean your lab equipment and workspace after you finish a lab experiment or activity.
- Wash hands with soap and water after spills and at the end of each laboratory period.
- Tie up long hair and loose hair prior to the start of the laboratory activity.
- Remove jewelry prior to the start of the laboratory activity.
- Do not wear loose or torn clothing during the lab due to the potential for ignition, absorption of chemicals, and potential of possible entanglement.
- If chemicals splash on skin or body, remove contaminated clothing and rinse the exposed area thoroughly with water for 15 minutes. Obtain medical attention, if needed. Report the incident to the instructor and/or adult supervisor immediately.
- If there is an emergency involving fire on clothing, smother the flame using the provided fire blanket or drench with water if the safety shower is immediately available.
- If a student experiences minor cuts and puncture wounds, they should 1) wash the injury with soap and water for several minutes, 2) report the incident to instructor and/or adult supervisor, and 3) obtain medical attention from the school nurse.
- Minor Fire
 - Alert people in the laboratory and activate the alarm.
 - Smother fire or use correct fire extinguisher.
 - Aim extinguisher at base of fire.
 - Always maintain access to the exit.
 - Avoid smoke or fumes.
- Major Fire
 - Alert people in the area to evacuate following the building protocols.
 - Activate the nearest fire alarm or call Fire Emergency Response Number (911).
 - Close doors to confine fire.
 - Evacuate to a safe area or exit building using stairwells; do not use elevators.
 - Have a person knowledgeable of the incident and laboratory assist emergency personnel.

Safe Science at Home (science fair, virtual learning, home projects)

To ensure that science experiments at home are safe and positive learning experiences, students and parents should read, discuss, and agree to the science safety rules and procedures agreement for science at home (i.e. science fair, virtual learning, home projects).

- Do not conduct experiments alone. Never conduct an experiment without an adult physically present.
- Students over 18 who live alone should schedule a video call with someone who can monitor them while they are working.
- Experiments should not be performed in the presence of young children under the age of 5.
- If you have pets, ensure they are secured away from the hands-on activity for the duration.
- Read and understand the lab procedure before beginning. Do not deviate from or do anything that is not part of the approved experimental procedure.
- Follow all instructions given by your instructor or adult supervisor.
- Safely handle all chemicals following the protocols provided by the instructor and/or adult supervisor. Ensure you are aware of the chemical hazards before handling the material. Only perform experiments described in the manual or by the instructor.
- Prepare for the experiment by reading the written procedure in advance to familiarize yourself with lab procedures and hazards prior to conducting the experiment. Direct all questions and concerns with the instructor and/or adult supervisor prior to beginning the experiment.
- Protect your work surface against any materials which could stain or damage countertops or furniture. All experiments should be performed on surfaces that can be easily cleaned or wiped up.
- Before beginning any experiment, ensure you are wearing personal protective equipment as directed and provided by the course instructor and/or adult supervisor.
- Open toe shoes are not permitted while performing the hands-on activity. Prior to beginning the hands-on activity students must ensure they wear closed-toe shoes covering the entire foot. Sandals, flip flops, mules, and canvas shoes are not permitted. Clothing should not be loose and floppy, especially sleeves. Arms and legs should be fully covered.
- Tie back long hair and loose clothing prior to starting the hands-on activity.
- Remove dangling, extended, and loose jewelry prior to starting the hands-on activity.
- Have all of the materials and your lab manual within arm's reach PRIOR to starting so you are not moving around your home more than necessary.
- Learn the locations and operation of emergency equipment and evacuation routes prior to beginning the hands-on activity. This might include any fire extinguisher, fire blanket, sinks (for eye and hand wash), and first aid supplies. Know what to do in case of emergency.
- Act in a responsible manner at all times. No horseplay should occur in the experimentation area.
- Never taste, eat or drink a chemical. Check odors only if instructed to do so, by gently wafting some of the vapor towards your nose with your hand.
- Be sure your work area is well-ventilated and free of clutter, with plenty of room to work.
- Do not perform any experiments near open flames, unless instructed to do so.
- Turn off your heat source whenever you are not using it. Never let it operate unattended.
- Read the warning labels very carefully. Read them 3 times: before you pick it up, when you pick it up, and just before you use it.
- Many mistakes, some dangerous mistakes, result from mixing the wrong chemicals. Review safety data sheets (SDSs) prior to chemical handling. SDSs are available upon request. Students must reach out to the science instructor to access the SDS. Smoking, eating, drinking, and storing food in the experimental work area are forbidden.
- Report all accidents, injuries, and close calls to both your instructor and adult supervisor immediately.
- Dispose of chemicals properly. Nothing goes down the drain. Containers should be available for waste chemicals.
- Broken glass goes in special puncture resistant receptacles.
- Never return unused reagents to the reagent bottle. Be careful to take only what you actually need. Do not contaminate the reagents.
- If you can clean up a spill without injuring yourself or anyone else, and it is not an emergency and not likely to become an emergency, clean it up. Otherwise, evacuate and let trained personnel clean it up.
- If the experiment deals with something to which you are allergic, consult with both your instructor and adult supervisor prior to starting the hands-on activity.
- Never take chemicals, supplies, or equipment home without the knowledge and consent of the instructor.
- If chemicals splash on your skin or body, remove contaminated clothing and rinse the exposed area thoroughly with water for 15 minutes. Obtain medical attention, if needed. Report incident to the instructor and/or adult supervisor, immediately.
- Treat burns immediately by putting the burned area under cold water for at least 15 minutes.
- Always clean your experiment area when you are finished. Put away all equipment and reagents.
- Wash your hands at the end of each work session.
- Science kits and all contents should be stored above head or in a locked storage area so that small children or pets can't reach them.

If you have any questions or confusion around the experiment or the procedures, contact your instructor immediately. DO NOT proceed until you seek clarification from your instructor. Students shall not engage in any lab investigations or activities at home that require eye protections or personal protective equipment extensive personal protective equipment (i.e. laboratory goggles, aprons, heat resistant gloves, etc.) and require chemical, physical, or combined chemical-physical activities involving caustic or explosive materials, extreme hot liquids or solids, hazardous chemicals, injurious radiations, pathogens or other hazards.



MAGNET PROGRAMS

Every student in a CCPS magnet program is required to meet specific academic and behavior guidelines. Many magnet programs have individual dress code requirements. Please visit your school's website for more information. 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 website (<https://sites.google.com/clayton.k12.ga.us/schoolchoice>) for information regarding academic requirements.

Elementary Schools

Kay R. Pace School of the Arts
Kilpatrick Elementary School Spanish Dual Language Magnet Program
Unidos Dual Language School (Spanish)

Academic:

- Maintain a "70" or better in grades K-2 and a "C" or better in grades 3-5 in all classes.
- Be eligible for promotion to the next grade at the end of the regular school year.

At the end of the first semester, the student may be placed on probation if the required standards are not met. At the end of the next semester, the student may be dismissed from the program if the required standards still have not been met.

Attendance:

- No more than 8 unexcused tardies to school.
- No more than 8 unexcused absences to school.

Failure to meet this expectation will result in the student placement on probation for the remainder of the current school year. The student and parent will be required to provide an excuse for all subsequent tardies or absences. Students who fail to meet this expectation will be dismissed from the program.

Conduct:

- Adherence to the Student Code of Conduct as outlined in the Clayton County Public Schools Parent and Student Handbook is mandatory
- Students cannot receive a NI/U for conduct in their academic or theme-based courses.
- Five (5) or more Level 1 infraction referrals can result in probation for the remainder of the school year.
- One Level 2-4 infraction can result in dismissal from the magnet program.
- Bullying: If the accusation of bullying is proven after an investigation from administration, it is an automatic dismissal from the program.

Probation is a period of time where students are identified as being 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 aforementioned reasons, the following procedures are followed:

- Administrator meets with the student to discuss program requirements.
- Students and parents will be provided a signed copy of the probationary letter and a copy of the letter is placed in the student's file and Infinite Campus.
- Administrator, counselor, and teachers will notify parents throughout the probationary period if there are any identified concerns regarding the student's progress.
- At the end of the semester, the administrator will review the academic and attendance data on each student to determine current standing.
- Probationary students and parents are informed of their status (cleared or dismissed).
- If a student is dismissed from the school/program during the school year, the student will be withdrawn from the program for the remainder of the current school year and returned back to their home school of attendance. The student will not be eligible to reapply to the dismissing school.

Middle Schools

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

Academic:

- A student is placed on academic probation when two or more classes are not passed in any one nine-week grading period.
- To exit academic probation, a student must meet with the school counselor biweekly (once every 2 weeks) and maintain passing grades in all 6 classes.
- An Individual Academic Plan will be created to support the student during probation.

Attendance:

- No more than 8 unexcused tardies to school.
- No more than 8 unexcused absences to school.

Failure to meet this expectation will result in the student being placed on probation for the remainder of the current school year. The student/parent will be required to provide an excuse for all subsequent tardies or absences according to Georgia Board of Education Rule 160-5-1-.10, JB.. More information about attendance can be found in the Clayton County Public Schools Policy JBD and Regulation JBD-R(1). Students who fail to meet this expectation will be dismissed from the program.

Conduct:

- Students must adhere to the rules and regulations as outlined in the Clayton County Public Schools Parent and Student Handbook.
- Students cannot receive a NI/U for conduct in their academic or theme-based courses.
- Two or more level 1 infractions can result in probation/dismissal.
- Students who receive NI/U or level 1 infractions will receive an Individual Behavior Plan to support the student during the probation period.
- Level 2-4 infractions can result in immediate dismissal from the program. (Ex. Fighting, weapons, drugs, gang activity, blatant disrespect to personnel, etc.)
- Bullying: If the accusation of bullying is proven after an investigation from administration, it is an automatic dismissal from the program.

Probation is a period of time where students are identified as being 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 aforementioned reasons, the following procedures are followed:

- Administrator or counselor meets with the student to discuss program requirements.
- Students and parents will be provided a signed copy of the probationary letter and a copy of the letter is placed in the student's file and Infinite Campus.
- Students who are placed on probation will receive an Individual Academic Plan or Individual Behavior Plan. Individualized plans will be created during a teacher/parent/student conference. The signed individualized plans will be placed in Infinite Campus.
- Administrator, counselor, and teachers will notify a parent or guardian throughout the probationary period if there are any identified concerns regarding the student's progress.
- At the end of the semester, the administrator will review the academic, attendance, and conduct data on each student to determine current standing.
- Probationary students and parents are informed of their status (cleared or dismissed). Parents of students who are dismissed will receive a signed letter from the principal and Assistant Superintendent.
- Students who are dismissed from the program will be withdrawn and will return to their home school of attendance for the next school year.

High Schools

Charles R. Drew High School Medical Sciences Magnet Program
 Elite Scholars Academy (High School)
 Jonesboro High School Political Leadership 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
 North Clayton High School Early College through Aviation

Academic Requirements:

- Students enrolled in magnet programs must pass all classes with a 71% or better.
- Maintain at least a 2.5 GPA
- The expectation is that all students will participate in all mandatory magnet activities as determined by the teacher. Missing one or more mandatory events may result in being placed on academic probation.
- A student is placed on academic probation if one or more classes are not passed in a nine-week grading period. These students will be placed on an individual academic plan to receive remediation services.

Students who do not comply with requirements outlined in the individual academic plan, and or are not eligible for promotion to the next grade level may be dismissed from the program.

Attendance:

- No more than 8 unexcused tardies to school
- No more than 8 unexcused absences to school

Failure to meet this expectation will result in the student being placed on probation for the remainder of the current school year. The student/parent will be required to provide an excuse for all subsequent tardies or absences according to Georgia Board of Education Rule 160-5-1-.10, JB. More information about attendance can be found in the Clayton County Public Schools Policy JBD and Regulation JBD-R(1). Students who fail to meet this expectation may be dismissed from the program.

Conduct:

- Students must adhere to the rules and regulations as outlined in the Clayton County Public Schools Parent and Student Handbook.
- Students violating the district's code of conduct may be placed on probation.
- Two or more level 1 infractions can result in being probation/dismissal
- Level 2-4 infractions can result in immediate dismissal from the program (Ex. Fighting, weapons, drugs, gang activity, blatant disrespect to personnel, etc.)
-

Students who receive a level 1 infraction will be placed on an individual behavior plan, which may be prior to probation. **Please note that once a student goes on probation, the student must maintain all program standards to successfully clear the probationary status.**



VIRTUAL LEARNING PROGRAM K-12

Virtual Learning Program (VLP) Elementary (Kindergarten - 5th grades)

The CCPS VLP is a program created for students to achieve academic excellence from home. Elementary School students must have a learning coach that is 18 years or older to support them with navigating through various online instructional platforms. The goal of the VLP is to create a learning experience that helps foster students' academic achievement by allowing them to take ownership of their learning through 21st-century technology. Virtual instructors will engage students in an innovative learning environment that is flexible and accessible for all scholars enrolled in the program. The virtual learning environment will promote confidence, accountability, innovation, and independence. The VLP instructional option will allow all students to be immersed in technology to help them develop habits of creativity, collaboration, and problem-solving skills.

Additional Information:

- Individual Accommodations Plans (IAPs) for students with 504 accommodations will be reviewed to assess provision of accommodations and services in the virtual setting.
- English Speakers of Other Languages (ESOL) scholars must have sufficient language proficiency to access the VLP setting (a 3.0, developing or higher language proficiency score.)
- Research-based interventions through the Multi-Tiered System of Support (MTSS) process are adapted to support virtual implementation.
- Individual Education Plans (IEPs) will be reviewed to assess provision of accommodations and services in the virtual setting. An IEP meeting will be conducted to review services and implementation needs.
- Students must have an overall grade point average of 70% or higher to be accepted into the program

Virtual Learning Program Middle School (6th-8th grades)

The CCPS VLP is a program created for students to achieve academic excellence from home. Middle School students must have a reliable learning coach that is 18 years or older to support them with navigating through various online instructional platforms. The goal of the VLP is to create a learning experience that helps shape the student's mind to think differently about education. Students enrolled in the VLP will be immersed in a list of elective courses that include the Information Technology Pathways that support the development of habits of creativity, collaboration, and problem-solving skills. Students enrolled in the VLP are allowed to participate in extracurricular activities occurring after school at their zoned school. The Virtual Learning Program provides new opportunities for Clayton County Public Schools students to learn in a flexible environment that promotes confidence, accountability, innovation, and independent learning.

Additional Information:

- Individual Accommodations Plans (IAPs) for students with 504 accommodations will be reviewed to assess provision of accommodations and services in the virtual setting.
- English Speakers of Other Languages (ESOL) scholars must have sufficient language proficiency to access the VLP setting (a 3.0, Developing or higher language proficiency score.)
- Research-based interventions through the Multi-Tiered System of Support (MTSS) process are adapted to support virtual implementation.
- Individual Education Plans (IEPs) will be reviewed to assess provision of accommodations and services in the virtual setting. An IEP meeting will be conducted to review services and implementation needs.
- Students must have an overall grade point average of 70% or higher to be accepted into the program

Virtual Learning Program High School (9th-12th grades)

The CCPS VLP is a program created for students to achieve academic excellence from home. The VLP high school program is centered around the student's needs to help them excel and prepare for post-secondary education and careers. High School Students in the VLP will have access to Advanced Placement classes (AP), Honor Classes, and a list of elective courses that include the Information Technology Pathways. Students will also have Work Based Learning, Internships & Apprenticeship Opportunities. Students will also have the opportunity for dual enrollment and early graduation. Students enrolled in the VLP are allowed to participate in extracurricular activities occurring after school at their zoned school.

Additional Information:

- Individual Accommodations Plans (IAPs) for students with 504 accommodations will be reviewed to assess provision of accommodations and services in the virtual setting.
- English Speakers of Other Languages (ESOL) scholars must have a 3.0 (Developing) or higher language proficiency score.
- Research-based interventions through the Multi-Tiered System of Support (MTSS) process are adapted to support virtual implementation.
- Individual Education Plans (IEPs) will be reviewed to assess provision of accommodations and services in the virtual setting. An IEP meeting will be conducted to review services and implementation needs.
- Students must have appropriate grade level credits (units) to be accepted into the CCPS Virtual Learning Program.
- Students must have an overall grade point average of 70% or higher to be accepted into the program

For information about the CCPS Virtual Learning Program, please visit the CCPS School Choice Guide



STUDENT ATHLETICS

Clayton County Public Schools supports and encourages student athletics. The value of athletics in schools is significant and cannot be overlooked. Student athletic participation is a privilege and not a right. A student may not be allowed to participate for reasons such as a failure to meet academic and/or behavior standards. Athletics have a profound impact on individuals, schools, and communities. Athletics are powerful because they can bridge gaps, bring people who otherwise might not interact together, and provide opportunities not available elsewhere. The personal traits one develops as a student athlete are teamwork, perseverance, responsibility, physical endurance, commitment, time management, and personal and emotional health.

Prior to any activity and participation in athletics, students must meet these requirements:

- Completion of a physical exam
- Insurance waiver with policy information
- Concussion Awareness form
- Sudden Cardiac Arrest form
- Heat & Illness Awareness form

Please note the following information regarding physicals:

1. Student athletes must have a current physical on file prior to participation. Transfer students must have a current physical on file prior to participation. If the student is a transfer and brings a physical with them, it must meet CCPS required criteria

See <https://www.clayton.k12.ga.us/departments/athletics> for additional information regarding CCPS athletic participation, eligibility, forms and requirements.





STUDENT DRESS CODE

STUDENT DRESS CODE -UNIFORM DRESS CODE AND STANDARD DRESS EXPECTATIONS

The district will implement uniform dress for elementary and middle school students and standard dress expectations for high school students in accordance with Board Policy JCDB and Regulation JCDB-R(1). The following information on dress codes is provided to assist parents and students with shopping choices for the school year. All students are expected to follow the dress code and standard dress expectations for schools. Students and their parents have the primary responsibility for adherence to the Clayton County Board policies, regulations and procedures. School personnel are responsible for maintaining proper and appropriate conditions conducive to learning. Teachers and all other school personnel shall reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. Any student who arrives at school out of uniform dress code or standard dress will be expected to correct any violation. Failure to do so shall be treated as insubordination and the student shall be subject to appropriate administrative action under school procedures, including:

- Parent contact by administrator or designee
- Verbal warning and correction of dress code violation
- Written warning, violation logged into Infinite Campus via contact log
- Referral to School Counselor
- Referral to School Social Worker

Reasonable Accommodations

The principal is authorized to grant exemptions to the standard uniform dress code or the standard dress expectation for religious reasons, health reasons, or extraordinary circumstances. Students with disabilities may be granted reasonable accommodations. Such requests shall be produced in writing and submitted to the principal for approval. Students granted an exemption must dress in the appropriate manner approved by the principal.

Elementary and Middle School 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, black or white.
- Shirts should cover the waistline.
- Shirts should be tucked inside pants, shorts, or skirts.

Pants, shorts, and skirts

- Bottoms should be khaki style or dress pants in the following colors: tan, blue, or black.
- Skinny pants, tights, or leggings that substitute as pants are not acceptable;
- Pants, shorts, and skirts should be completely buckled, belted, buttoned or fastened and without tears;
- Pants shall be worn so that the waistband is worn at the waist and not below the waist.

Outer Garments

The uniform dress code for elementary and middle school students 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. Outer garments shall be the appropriate size for the student, shall not be overly baggy, and shall 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.**

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. This includes hoods on clothing worn in the building. (Exceptions will be considered in the case of head-wear or scarves worn as a part of a student's religious practice or for documented medical reasons)

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.
- Any design, emblem or lettering should be no larger than 4 inches by 4 inches.

Dress Up or Professional Dress Days

School administrators have the discretion to allow students to "Dress Up" or wear "Professional Dress" on designated days. Administrators will provide advance notice of those days. Students not wishing to wear "Dress Up or Professional Dress" on those days must adhere to the Uniform Dress Code. Dress Up and Professional Dress clothing must still be appropriate for school and aligned with the identified standard for acceptable dress.

Dress Down Days

School administrators have the discretion to allow students to “Dress Down” on designated days. Administrators 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 be appropriate for school and aligned with the identified standard for acceptable dress.

High School Dress and Grooming Standard

With the exception of those participating in a School Choice or a Magnet program, high school students will not be required to wear an assigned uniform; however, they must dress appropriately and adhere to the dress code guidelines described below.

Unacceptable Attire

Students are not allowed to wear clothing, jewelry (including body piercing jewelry and “grills”), buttons, haircuts, tattoos, or other attire or markings which are offensive, suggestive, disruptive, or indecent. Unacceptable attire include the following:

- 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, buttocks, or upper thighs such as see through garments, mini-skirts, mini-dresses, halters, backless dresses, tube tops or tank tops with out over shirts, spaghetti strap garments without over shirts, bare midriff outfits, or shirts tied at the midriff
- Clothing that is intentionally altered or ill-fitted garments are not acceptable. Ill-fitted garments include, but are not limited to, garments that are too small or too large, unduly oversized or undersized, or skin-tight
- Transparent, mesh, or see through clothing
- Clothing must be completely buckled, belted, buttoned, or fastened; no sagging
- Cut, frayed or torn clothing with holes or patched holes
- Sleeveless shirts for boys
- No towels, wash cloths, 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, hoods, headgear, or any head covering, except when approved by the principal

Outer Garments

The dress and grooming standard for high school students 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.**

Other Items

- Belts are required with no sagging of pants.
- Jeans that are ripped below the pocket and expose any part of the skin below the pocket are not permitted.
- Flip-flops, shower shoes, skate shoes, and house slippers are not permitted.
- No headgear of any kind is allowed. This includes hoods on clothing worn in the building. (Exceptions will be considered in the case of head-wear or scarves worn as a part of a student’s religious practice or for documented medical reasons)

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.
- Any design, emblem or lettering should be no larger than 4 inches by 4 inches.





STUDENT SERVICES



CLAYTON COUNTY PUBLIC SCHOOLS
ACHIEVE TEAM
ATTENDANCE MATTERS!
ALL DAY, EVERY DAY!

"BUILDING A BETTER TOMORROW, TODAY!"
ATTEND TODAY, ACHIEVE TOMORROW

ATTENDANCE PROCEDURES FLOW CHART "UNDER 16 YEARS OF AGE"

STUDENT/PARENT/GUARDIAN

SIGNS ATTENDANCE NOTIFICATION LETTER IN STUDENT HANDBOOKS

3 EXCUSED AND UNEXCUSED ABSENCES

NOTIFICATION SENT AUTOMATED VIA EMAIL (FROM CENTRAL OFFICE)

5 UNEXCUSED ABSENCES

5 DAY LETTER SENT AUTOMATED VIA EMAIL (FROM CENTRAL OFFICE)
STANDING ORDER (SENT AUTOMATED VIA EMAIL)
STUDENT ATTENDANCE COMMITTEE (SAC) MEETINGS CONDUCTED BY SCHOOL
TRUANCY ACTION PLAN (TAP) - SCHOOL SOCIAL WORKER (SSW)
ATTENDANCE NEEDS ASSESSMENT - SCHOOL SOCIAL WORKER (SSW)

PARENT NO SHOW: STUDENT ATTENDANCE COMMITTEE (SAC)
TEAM DEVELOPS A PLAN TO ADDRESS ATTENDANCE ISSUES
AND MAILES A COPY TO THE PARENT

PARENT ATTENDS MEETING: TEAM DEVELOPS A
PLAN TO ADDRESS ATTENDANCE ISSUES AND
PROVIDES A COPY TO THE PARENT.

5-8 EXCUSED OR UNEXCUSED ABSENCES

SCHOOL-LEVEL AND COURT INTERVENTIONS

10-DAY UNEXCUSED ABSENCES

NOTIFICATION LETTER SENT AUTOMATED VIA EMAIL (FROM CENTRAL OFFICE)
SSW REFERRAL MADE BY SCHOOL LEVEL INTERVENTIONS
ATTENDANCE EDUCATION AWARENESS MEETING
SSW WILL MEET WITH PRINCIPAL (OR PRINCIPAL DESIGNEE) BI-WEEKLY
CONCERNING STUDENT WITH 10 OR MORE ABSENCES

11 OR MORE UNEXCUSED ABSENCES

JUVENILE COURT INTERVENTION
JUVENILE COURT COMPLAINT

CONTINUED CHRONIC ABSENTEEISM COULD RESULT IN RETENTION.



ATTENDANCE

Per the "Every Student Succeeds Act (ESSA), student attendance (elementary, middle, and high school) is measured by the percentage of all students absent less than 10% of days enrolled. Research shows that students who miss school are at risk for falling behind.

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 one half or more of the school day. The student is marked absent if the requirements for a full school day are not met. The district enforces attendance requirements in alignment with the Georgia State Board of Education Rule 160-5-1-.10 (JB), Student Attendance.

Considered Present

A student will be considered present under the following circumstances:

1. Students serving as pages of the Georgia General Assembly as set forth in O.C.G.A. §20-2-692.
2. Students in foster care who attend court proceedings related to their foster care.
3. Principals may permit an individual student to schedule a visit, without penalty, in connection with the student's post-secondary educational plans. Principals are authorized to obtain such documentation as may be deemed appropriate for the purpose of verification of the visit. Principals shall keep a record consistent with the requirements for other instances of interrupted instructional time. Such a visit shall be regarded and treated as "school business," and any student authorized to make such a visit shall be counted "present" at school for that day.
4. Up to two days per school year for a student who successfully participates in the Student Teen Election Participant program.
5. Students present for at least one-half of the school day. The parent/guardian or other person may be required to bring appropriate documentation for early checkout at the time the student is released from school.
6. Student attends a school-assigned activity required by the child's educational programming (IEP, 504, etc.) at another CCPS site location as assigned by Clayton County Public Schools.
7. Student participates in an activity or program sponsored by 4-H. Student shall be credited as present by the school in which enrolled in the same manner as an educational field trip, and such participation in an activity or program sponsored by 4-H shall not be counted as an absence, either excused or unexcused, for any day, portion of a day, or days missed from school as set forth in O.C.G.A. § 20-2-692.3.

Excused Absences

A student's absence from school or class will be considered excused when it is due to any of the following circumstances and the student provides the requested, proper verification:

1. When personally ill and when attendance in school would endanger their health or the health of others.
2. When in their immediate family there is a serious illness or death which would reasonably necessitate absence from school.
3. When on special and recognized religious holidays observed by their faith.
4. When mandated by a court order or by order of a government agency including pre-induction physical examinations for service in armed forces.
5. When prevented from such attendance due to conditions rendering school attendance impossible or hazardous to their health or safety.
2. When granted an excused absence, not to exceed one day, to register to vote or to vote in a public election: or
3. When in accordance with O.C.G.A. §20-2-692.1, a student whose parent or legal guardian is in military service in the armed forces of the United States or the National Guard, and such parent or legal guardian has been called to duty for (or is on leave from) overseas deployment to a combat zone or combat support position, shall be granted excused absences, up to a maximum of five (5) school days per school year, for the day or days missed from school to visit with his or her parent or legal guardian prior to such parent's or legal guardian's deployment or during such parent's or legal guardian's leave.
4. When a student whose parent or legal guardian is currently serving or previously served on active duty in the armed forces of the United States, in the Reserves of the armed forces of the United States on extended active duty, or in the National Guard on extended active duty, to attend military affairs sponsored events, provided the student provides documentation prior to absence from: (I) A provider of care at or sponsored by a medical facility of the United States Department of Veterans Affairs; or (ii) An event sponsored by a corporation exempt from taxation under Section 501(c)(19) of the Internal Revenue Code. Excused absences are allowed up to a maximum of five school days per school year, not to exceed two school years, for the day or days missed from school for this purpose.
5. Any other absence not explicitly defined herein but deemed by the local school board to have merit based on circumstances, which may include non-school sponsored activities if make up work is completed satisfactorily.

Unexcused Absences

A student's absence from school or class for any reason other than those listed above will be considered an unexcused absence. School days missed because of an out of school suspension shall not count as unexcused days for the purpose of determining student truancy. Students shall not miss any class or other required school function without permission from the principal or his designee. Students shall not be permitted to leave school without permission from Parent/Guardian or another person. Students shall not encourage, urge, or counsel other students to violate this rule.

Failure to adhere to these expectations could count as an absence for the student.

Attendance for the Virtual Studies Temporary Engagement Program (VSTEP)

The Virtual Studies Temporary Educational Program (VSTEP) is designated for Clayton County Public School students that have been isolated or quarantined due to a public health concern or who have experienced a traumatic event. Some examples of traumatic events are the death of a parent, sibling and/or other immediate family member, a homeless student, if the student has experienced a fire or any other traumatic event that may cause the student to be removed from in-person learning for greater than five (5) days.

When a student is identified as having a traumatic event, the designated School Social Worker should be consulted to determine if the student meets the guidelines for a Life Event. If the student meets the requirements, the School Social Worker will consult with the School Counselor regarding the student being placed in the VSTEP. The School Social Worker will also consult with the front office/ attendance secretary regarding the proper attendance code to use while the student is in VSTEP. While the student is in VSTEP the student will appear in Infinite Campus as present but learning virtually. Students assigned to VSTEP can only be in the program for 20 consecutive school days per school year.

This shall not interfere with students' rights under federal law, including but not limited to Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act

Absences and 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, parent, or 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 and guardians are required to notify the school when their child is absent. The absence is recorded as excused with an acceptable written notification from the parent or 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 are acceptable as official notice. However, the email must be accompanied by a copy of the parent's identification and sent from the registered email in Infinite Campus. Notifications from Class Dojo or other classroom communication tools are not acceptable as official notices. The absence must comply with the reasons listed in the discussed absence section. The note must be signed and dated by a parent or guardian. A doctor's note is required if there are excessive absences (three or more consecutive days). If a parent or guardian has provided ten (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 and guardians when a 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 from the academic day.

Parents, if your phone number 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 and School Climate Committee

Each local school shall develop an attendance and School Climate Protocol committee to provide intervention and an opportunity for parent involvement for truant students. The school principal shall determine the make-up of the committee. Suggested members may include school guidance counselor, school social worker, the student's teacher(s), and a school administrator. The committee will meet with parent(s)/guardian(s) or other person(s) to assess the student's failure to attend school and develop a progressive intervention plan to prevent additional absences. This plan may include monitoring, Counseling, mentoring and tutoring for students as well as additional family support service.

Parent Notification and Involvement

Each school shall monitor student attendance, accurately record all student absences and provide meaningful communications to the parent(s)/guardian(s) or other person(s) regarding individual student attendance.

Each school is required to notify the parent(s)/guardian(s) or other person(s) who has control or charge of the student when such student has five (5) unexcused absences. The notice shall outline the penalty and consequences of such absences and that each subsequent absence shall constitute a separate offense. After two (2) reasonable attempts to notify the parent(s)/guardian(s) or other person(s) who has charge of the student, the school shall send a written notice via certified mail with return receipt requested or first-class mail.

Prior to any action to commence judicial proceedings to impose a penalty on a parent(s)/guardian(s) or other person(s) residing in this state who has control or charge of the school aged child for failing to comply with compulsory attendance, the school shall send notice to such parent(s)/guardian(s) or other person(s) by certified mail, return receipt requested.

Each parent(s)/guardian(s) or other person(s) having control or charge of a student enrolled in the district will be provided a written summary of possible consequences and penalties for failing to comply with compulsory attendance. By September 1 of each year or within 30 school days of a student's enrollment in the district, the parent(s)/guardian(s) or other person(s) shall sign a statement indicating receipt of such written statement of possible consequences and penalties. After two reasonable attempts to obtain such signature, the district shall send a copy of the statement via certified mail, return receipt requested, or first-class mail, to such parent(s)/guardian(s) or other person(s). In addition, students aged ten or older by September 1 shall sign a statement indicating receipt of written statement of possible consequences for non-compliance to the compulsory attendance laws.

School Social Work Services

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

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 the School Social Work Department.

Court Related Collaboration

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

Finding Alternatives for Safety and Treatment (FAST 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. Members from the CCPS Student Services Team attend and report on the student's grades, attendance, discipline and other helpful information. This unique approach of assessing each child's individual needs before the 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 or guardians of the children and explore issues that led to the 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 probationers' (students on probation) grades, attendance, and discipline. The presence of the Juvenile Court Probation Officers along with the services offered by the School Social Workers address prevention and recidivism.

The collaboration between Clayton County Public Schools and Clayton County Juvenile Court increases student achievement, deters youth from the school to prison pipeline, and accomplishes the core mission 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 the school during regular school hours. A Supervising Healthcare Professional (Registered Nurse) is available to the Healthcare Technician for consultation and supervision. Clayton County Public Schools follows state law regarding student health services, which include 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 and Hearing Screenings
- Health Education
- Referral for illness and injury not suitable for treatment in the school
- Asthma management (Individual Health Plan—Asthma and Medication Authorization required)
- Diabetic management and 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 or guardian of each child. The healthcare technician or designee must have permission and pertinent health information for the student. Parental consent is required 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 and 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 or guardian immediately. In the event of a life-threatening situation, 911 will be called. Parents are encouraged to update student health records and parent contact information as soon as anything changes.

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-Prescription Medication Authorization Form (over-the-counter medications).

- Parents/Guardians are responsible for transporting all medications.
- All medications shall be in a labeled container. Medication sent in an unlabeled container or plastic bags will not be administered.
- Prescription medication must be in the original pharmacy labeled container.
- Over-the-counter medication must be in the original sealed manufacturer's container. The student's name must be labeled on the package.
- Expired medication will not be administered. Expired medication must be picked up by the parent or guardian.
- All medications are stored in the clinic in a locked cabinet. Exceptions are asthma medications, epinephrine auto injectors (Epi-Pens), Diastat AcuDial (diazepam rectal gel) and diabetic medications as 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.
- For further resources regarding administration of medication, reference District Policy JGCD and Regulation JGCD-R (1).

Health and Safety Emergency, Illness

To provide a healthy and safe environment for students, parents and 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.
- Students with two (2) or more episodes of vomiting will be excluded from school. The student may return when vomiting has subsided for 24 hours.
- Students with two (2) or more episodes of diarrhea (loose watery stools) will be excluded from school. The student may return once the reason for change in bowel condition has been resolved and no diarrhea is present for 24 hours.
- Parents should respond to an emergency notification in a timely manner. Otherwise, the school will contact the appropriate authority which may include EMS, DFCS, 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 and guardians 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.
- Communicable disease cases will be assessed and verified by the RN who will consult with the Clayton County Health District Epidemiologist for further guidance.

Medical Conditions Requiring Temporary Absence

There are some 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 a student to return to school regarding the illnesses listed below:

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

Immunization Requirements for School

Immunizations may be obtained at the Clayton County Health Department or your healthcare provider. Exemption on the basis of medical reasons or religious beliefs may be recognized in accordance with State law and Health Department rules, subject to the requirements of **OCGA 20-2-771**.

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 Centers at Lee Street, Huie, Forest Park Middle and North Clayton High Schools

School-Based Health Centers (SBHC) provide on-site care for acute and chronic illnesses of school-aged children. Arrangements exist between the school district and our medical providers 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. The objectives of this collaboration are listed below.

- Improved access to health care services
- Prevention and early intervention
- Establishment of a medical home and primary care physician
- Provision of health education to students and parents
- Provision of behavioral health services

Hospital Homebound Services (HHB)

Hospital Homebound (HHB) services are designed to provide continuity of education between the school, home, and healthcare facility for students enrolled in CCPS whose medical conditions (physical or psychiatric) prevent them from attending school for a minimum of ten consecutive or intermittent days during the school year. Eligibility for HHB 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 or guardian to request HHB services as soon as possible. HHB services are temporary and are not intended to supplant regular school services. While the goal of HHB is to sustain continuity of instruction and to facilitate the student's transition back to school, homebound instruction is not a guarantee that the student will always progress in the academic program.

Hospital Homebound Eligibility

Student eligibility for HHB is based on the following criteria:

- The student is enrolled in a CCPS school prior to being referred for HHB services.
- The parent or guardian must complete and sign the HHB Student Referral and Parental Guidelines concerning HHB policies, procedures, and parental cooperation. The signed Student Referral Form authorizes the release of medical information for educational purposes. In some instances, an Authorization for the Release of Medical Information form may also be required. If the student is designated as an emancipated minor or is 18 years of age or older, that student is eligible to sign the parental agreement concerning HHB policies and procedures, parental cooperation, and release of medical information relating to the request for HHB services.
- The attending physician or psychiatrist must anticipate that the student will be absent for a minimum of ten (10) consecutive school days per year (or the equivalent on a modified calendar) or indicate that the student has a chronic health condition that will result in a missing school for a minimum of ten (10) days per year or the equivalent on a modified calendar.
- The attending physician or psychiatrist must anticipate that a student with a chronic health condition requesting Intermittent HHB service will be absent for at least three consecutive school days for each occurrence before deemed eligible for HHB services.
- HHB must receive a Medical Certification Form or Medical Certification Form for Students with Psychiatric Diagnoses that has been completed and signed by the licensed physician or psychiatrist currently treating the student for the diagnosis presented. A statement from a treating specialist may also be required. The medical certification form shall contain a statement that includes the following information:
 - The student is anticipated to be absent for a minimum of ten consecutive school days per year due to the documented medical condition or equivalent on a modified calendar (or five consecutive school days on a high school block schedule); or
 - The student with chronic and long-term illnesses will be absent for at least ten school days or equivalent on a modified calendar (or five school days on a high school block schedule) which need not be consecutive; and
 - The student is able to participate in and benefit from an instructional program; and
 - The student can receive instruction without endangering the health and safety of the instructor or other students with whom the instructor may come in contact; and
- There is supporting documentation that describes the disabling condition or diagnosis with any medical implications for instructional services.
- The medical referral form for a student with chronic or recurring conditions and long-term illnesses shall be obtained and updated on a schedule defined within the ESP and submitted to HHB. Students with absences due to psychiatric or emotional disorders, as defined in the latest edition of the Diagnostic and Statistical Manual (DSM), are eligible for HHB services for a length of time as determined by the ESP provided that students satisfy the eligibility requirements as set forth in Subsection (2)(a).
- Students with absences due to pregnancy or pregnancy related medical conditions, childbirth and recovery from the childbirth are eligible for virtual HHB instructional support for a length of time as determined by the ESP provided that the eligibility requirements are satisfied as set forth in Subsection (2)(a). [Title IX, 34 C.F.R. § 106.40(b)(4).]
- Students with absences due to a communicable disease, as specified in Rule 160-1-3-.03 Communicable Diseases, are eligible for virtual HHB services for a length of time as determined by the ESP provided that the eligibility requirements are met.

The required HHB forms include the Hospital-Homebound Student Referral and Parental Guidelines and the Medical Certification Form or the Medical Certification Form for Psychiatric Diagnoses. Additional HHB information and HHB forms are available at:

https://www.clayton.k12.ga.us/departments/student_services/hospital_homebound/documents



ADMINISTRATIVE SERVICES

STUDENT SAFETY

Clayton County Department of Safety and Security (School Police)

Vision and Mission Statements

Vision: It is the vision of the Clayton County School Police to safeguard the lives and well-being of our students, teachers, and administrators. Ethical behavior being a cornerstone of public trust, we will provide committed, dedicated, fair, objective, and unyielding service that will be in the best interest of those that we serve.

Mission: To provide high quality public safety that will help to promote and foster a safe and secure learning and working environment through excellence in policing for our staff, students, and visitors.

Function of Safety and Security

The Department of Safety and Security has the responsibility for providing a safe and secure learning environment for all students, teachers, and visitors in Clayton County Public Schools. We fulfill this function by consistently maintaining vigilance in overseeing the assets within our schools and buildings. We are also committed to ensuring an expeditious response to emergencies while working with local law enforcement agencies and other emergency responders to maintain a constant state of readiness for the children and the district.

School Resource Officers

Certified law enforcement officers serve as School Resource Officers (SROs) in CCPS middle and high schools, and respond to incidents, emergencies, and other events where a law enforcement presence is required. The presence of law enforcement within the school community provides a consistent approach to school and community public safety. Through the school-based community-policing model, officers participate in proactive crisis planning and management, school safety strategic planning, crime prevention techniques and intervention, as well as basic law enforcement. The district's SROs effectively protect and serve the school community and contribute to the overall safety during regular school hours and at scheduled school events that occur beyond active school hours. This is accomplished by assisting the school staff with ensuring a safe and secure campus while educating students about law-related topics and serving as a positive role model. The SROs roles are as follows:

- Assume primary responsibility for handling calls for service from the school(s) and coordinate the response of other police resources if necessary.
- Address crime and disturbances relative to criminal acts and behaviors occurring in or around the school(s).
- Make arrests and issue citations on campus when necessary.
- Respond to critical incidents and inclement weather crises.
- Provide leads and information to the appropriate investigative units regarding suspicious activity.
- Take action against unauthorized individuals on school property.
- Serve as liaisons between the district and the community regarding the dissemination of information to students and school personnel about law enforcement matters.
- Development and expansion of crime prevention efforts, community justice initiatives for students (Pretrial Intervention Programs) and conflict resolution measures to be proactive instead of reactive.
- Serve as a resource for classroom presentations that complement the educational curriculum by emphasizing the fundamental principles and skills needed for responsible citizenship, as well as by teaching topics related to policing, community service and crime prevention practices.

Campus Security Officers

Campus Security Officers (CSOs) are not law enforcement officers. They are security personnel who serve in CCPS middle and high schools along with and in support of the SROs. Some CSOs serve at elementary schools and assist the school administration by responding to incidents, emergencies, and other events that require an immediate response. CSOs secure the premises and personnel by patrolling property; monitoring surveillance equipment; inspecting buildings, equipment, and access points; and permitting entry. CSOs also sound alarms. District CSOs prevent losses and damage by reporting irregularities and inform violators of policy and procedures. The CSOs roles are as follows:

- Assist the SROs with maintaining a safe and secure campus.
- Serve as a positive role model.
- Serve as a consultant & partner with school administrators.
- Deploy strategies that emphasize crime prevention and problem solving.
- Monitor the surveillance cameras and report trespassers.
- Provide a rapid response to issues and problems on campus.
- Promote police and youth interaction while developing trust and opening the lines of communication.

Crossing Guards

Clayton County Public Schools contracts with an outside provider to support the crossing guard services. The Crossing Guards (CGs) work under the authority of the Department of Safety and Security and are allowed to direct traffic and conduct other associated duties under the laws of the State of Georgia. Children may choose to walk and bike to school, yet they are vulnerable to both their own physical and cognitive limitations and to hazardous road situations. Therefore, the primary responsibility of Crossing Guards (CGs) is to provide safe crossing of the roadways. The duties of the CGs are as follow:

- Play a significant role in the lives of children who walk or bicycle to school by helping them safely cross the street at key locations.
- Help children develop the skills to cross and always navigate streets safely. They remind drivers of the presence of pedestrians in school safety zones.
- The presence of CGs alleviates stress from parents of small children who fear highly congested intersections pose a risk to their children.
- Serve as role models for our children by instilling and encouraging our children to follow safe practices while navigating the streets of Clayton County, whether during or after school hours.

Student Safety

- 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. Any student who has a discrimination or harassment complaint should contact a counselor or a school administrator or the District Title IX Coordinator.

See <https://www.clayton.k12.ga.us/departments/equity-and-compliance/title-ix> for detailed information and resources regarding the procedures for filing a formal complaint under Title IX.

- 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 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**).

Safe School Searches

Clayton County Public Schools utilizes measures in the District School Safety Plan which encompasses strategic unannounced school searches of classrooms, student desks, lockers, school computers, cars and other locations on school property and school buses. The searches are deployed to fulfill the District's Strategic Goal #2, which states "provide and maintain a safe, orderly and secure learning environment." The District School Searches are conducted randomly yet in a systematic manner. The school district will utilize various screening devices to enhance security in schools and athletic events. The Administrators are briefed regarding the details prior to, during, and after the events. The increased visibility of law enforcement personnel provided interior and exterior visibility of uniformed personnel, maximizing our effort to secure the campus. Additionally, the searches are also in compliance with the Gun Free Schools Act and Department procedures. For searches of a student's person or personal property by school personnel in which students have a reasonable expectation of privacy, administrators will have reasonable suspicion at the inception of such search.

Advanced Weapons Detection Screening

Clayton County Public Schools understand that school safety & security is a difficult subject and trying to balance it with a conducive learning environment can be a difficult subject. CCPS has implemented the use of Weapon Detection Devices (WDD) by Evolv to provide a secure and seamless screening experience, making it possible for schools to keep students, faculty, staff, and visitors safe from concealed weapons and intruders.

Safe School Drills

School Safety Drills play an essential role in developing the skills students and staff need to protect themselves during an emergency. Clayton County Schools will conduct key drills to include but not limited to active shooter, fire, and severe weather.

Fire Drills and Severe Weather Warnings

- All rooms are evacuated when there is an announcement or a continuous, intermittent ringing of the fire alarm.
- A predetermined route is posted in each classroom, and students should move orderly, quickly, and directly to the designated areas. Each group is to assemble so that the teacher can check the roll. Any student in a restroom or outside the assigned classroom should report immediately to a teacher for accountability purposes. A bell will sound at such time students should return to the classroom.

School Visitor Policy

We welcome all visitors and families to Clayton County Public Schools, as necessitated in times of widespread transmission of infectious disease (including COVID-19), it may be necessary to restrict visitor access on school grounds to mitigate infection risk to students and staff. Authority to restrict access by non-students and employees to school grounds is vested within the discretion of the principal or designee.

- All visitors must sign in electronically or manually in the main office, and obtain authorization to visit any part of the school.
- 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.
- Visitation will be limited by the administration based on need and pre-authorized for visiting purposes.
- Visitors are not allowed access to other locations within a school without authorization.
- See District Policy KM and Regulation KM-R(1) for additional procedures related to school visitors.

Addressing Visitors

School Personnel will use the following SQID procedures to address visitors:

- Stop anyone that does not have a visitor pass.
- Question visitors about passes and ask if guests have signed in.
- Identify individuals and question the purpose of the visit.
- Direct visitors to the front desk if not signed in. If guests have signed in, ask them to display the visitor's pass and escort them to their destination. If the visitor does not respond to these directives, call for assistance.

See Something, Say Something Mobile Application Tip Line

The Clayton County Public Schools Department of Safety and Security highly encourages everyone to use the "See Something, Say Something" Tip Line on the District mobile app. The Tip Line was created as a replacement for the iWatch app. The app allows students and employees to report potentially unsafe activities around schools and facilities. This is a user-friendly platform that is kept confidential for the students, employees, and visitors who submit information. There are dropdown categories for easy use. The categories are as follow:

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

The features of this confidential tip line allow the sender to notify their specific school SRO as well as a supervisor. In addition to those notifications, the division commanders and the Chief of Police are notified to ensure an expeditious response. More importantly, the sender can also attach and send photographs to depict areas of concern.

Crisis Alert Notification System

Clayton County Public Schools are deploying a Crisis Alert System that enables staff and administrators the ability to initiate an alert and disseminate critical information quickly, reliably, and around the school campus. Staff and administrators will be issued Alert Badges (or a device that attaches to their ID Cards) that provide the ability to call for assistance with medical emergencies and crisis situations. It functions in Real-Time Location with pinpoint accuracy that identifies the exact location of the incident. The system has Visual and Audible Communication Devices for immediate notifications of emergencies to all buildings on campus as well as exterior locations. Most importantly, it provides the district with an extra layer of Response over the Entire Campus through an independent Wi-Fi network infrastructure.

Download the New CCPS Mobile App!

Easy Access To: Information right at your fingertips

- News
- Lunch Menu
- Bus Locator
- & More!

If you already have the CCPS app, all you'll need to do is update!

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SCHOOL NUTRITION SERVICES

The Clayton County Public Schools Nutrition Program offers nutritious meals to students. Meals served in CCPS meet the nutrient standards set by the United States Department of Agriculture (USDA) for all grade levels. These high-quality foods are served by caring and committed staff members. For the 2024 - 2025 school year, CCPS will continue with the community eligibility provision (CEP) which enables all students to receive breakfast, lunch, and snack meals at **NO COST**. Parents do not have to complete a free or reduced meal price application.

Adult Meals

Adult and student's second meal prices are itemized below:

\$3.00 breakfast	\$2.25 breakfast entrée	\$0.75 fruit, vegetable or milk
\$4.75 lunch	\$3.00 lunch entrée	

Summer Meals

Summer meals are offered at no cost to children under 18 years and students over 18 years with a state defined mental or physical disability in June and July. Locations include recreational centers, and designated summer school sites. Service restrictions may apply. Summer feeding sites are available on the Nutrition Website during the week of May 26, 2025: <https://www.clayton.k12.ga.us/departments/school-nutrition>.

Accommodating Students with Special Dietary Needs

The Healthy Hunger-Free Kids Act requires schools to follow strict meal patterns and dietary specifications. Reasonable modification to meals for students with diagnosed disabilities that restrict diet may be provided as outlined below:

- Submit a written medical statement that is signed by a state licensed health care professional authorized to write medical prescriptions under state law to the school's healthcare technician and nutrition manager.
- The recommended form - "Statement to Request Accommodations for Special Dietary Needs in the School Meals Program" may be accessed through the CCPS website> School Nutrition Department> Special Dietary Needs Info tab: <https://www.clayton.k12.ga.us/departments/school-nutrition/special-dietary-needs-info>

The submitted statement to request accommodations for special dietary need must include the following information:

- The student's name
- A description of the child's physical or mental impairment and how it restricts the child's diet
- An explanation of how to accommodate the disability
- List any dietary restrictions or special diet instructions for school meals
- List food(s) to be omitted from diet
- List food(s) to be substituted
- Any designated texture modification
- Any designated consistency modification
- Any special equipment or utensils needed
- Additional comments about the child's eating or feeding patterns
- Signature and contact information of state licensed healthcare professional



CCPS does not have peanut or nut free schools. Students may bring meals that contain nuts from home. Students with nut allergies may contact the school's nutrition manager to discuss alternate menu choices.

Students that are lactose intolerant have the option of lactose free milk with breakfast and lunch meals.

Menus are designed to accommodate a variety of diets including vegetarian and those restricting pork consumption.

Responsibilities of Parents and Guardians of Students Requiring Special Dietary Meals

6. Notify the healthcare technician and nutrition manager of any food allergy, disability, or special dietary need regarding the student.
7. Provide a medical statement completed by a state licensed health care professional authorized to write medical prescriptions under state law that includes all of the above listed elements.
8. Maintain an open line of communication with the healthcare technician, nutrition manager, nutrition department program coordinator, and participate in meetings or discussions regarding the student's meal plan.
9. Notify the healthcare technician and nutrition manager of any changes relating to the special dietary need or other needs.
10. If changes are needed, the parent or guardian is required to submit a new form.

Menu and Nutrient Analysis Accessibility

Menus and nutrition information are available on the School Nutrition Website,

<https://linqconnect.com/public/menu/PFJSLR?buildingId=0ca1b43e-bb6a-e911-a2b4-ce0cfa7fc8bc>

and may be accessed via the Clayton County Public Schools website. <https://www.clayton.k12.ga.us/departments/school-nutrition>

SCHOOL TRANSPORTATION INFORMATION

Bus Procedures for Students

- Report to the assigned bus stop at least five (5) minutes before the regular pickup time and remain at the stop until the bus arrives.
- Get on and off the bus at the assigned stop in an orderly manner.
- Stand twelve (12) feet away from the road while waiting at the bus stop.
- Do not play, push, or shove while waiting at the bus stop.
- Do not walk alongside the bus while it is moving.
- Wait until all vehicles have come to a complete stop and the bus driver signals that it is safe before crossing the street to load the bus.
- Cross approximately twelve (12) feet in front of the bus after the driver signals it is safe to do so.
- Do not run behind the bus once it has pulled away from the bus stop.
- Use the bus handrail when going up and down the steps.
- Remain seated in the assigned seat and face forward until the bus comes to a complete stop.
- Keep all belongings in your hands or in your lap.
- Keep hands and feet out of the aisle.
- Do not bring open food, animals, balloons, large instruments, glass items, weapons, or recreational equipment onto the bus.
- Have a written request approved by the school to get off at a different bus stop.
- Report any illness or injury immediately to the bus driver.
- Follow the directions of the bus driver at all times.
- Parents should convey messages directly to the school or teacher and refrain from asking transportation staff to deliver messages on their behalf.



Department of Exceptional Students (DES) Transportation for Students with Disabilities

- Parents, complete and return all forms to the driver as soon as possible.
- Contact your child's school if there are any changes to your home address and phone number.
- Students should be ready five (5) minutes before pickup time, as a courtesy the driver will wait two (2) minutes before departing the bus stop and proceeding on with the route.
- The driver is not authorized to change the pick-up or drop-off location for any students or release the student to anyone other than the parent, legal guardian, or documented designee.
- If a student is undeliverable, the student will be returned to the school. If we are unable to contact school personnel, the student will be placed in the care of Clayton County Safety & Security personnel.
- If your child does not ride the bus for five (5) consecutive days, transportation services will be suspended until the parent contacts the office to reinstate service.

Medication

Drivers are prohibited from accepting or delivering medication on students' behalf. All medication must be brought to the principal or designated staff in the original pharmaceutical container(s), clearly labeled as to the name of the student, the name of the medication, the appropriate dosage, and the time for each dose. All non-prescription medication must be brought to school in the original sealed manufacturer's container by the parent/guardian or responsible adult.

Parents of Students in Wheelchairs

- All wheelchairs (old or new) must be taken to their assigned school to be inspected and tagged by school personnel affiliated with DES.
- Parents purchasing new wheelchairs should consider a lap belt with auto quality latch system (metal buckle or plastic fastener preferred instead of Velcro).
- Parents should maintain, service, and repair wheelchairs to avoid interruptions in transportation services. It is extremely important that brakes are operable, and tires are inflated at all times.
- Parents should arrange transport for wheelchairs if the student is checked out of school early.
- Upon arrival at the bus stop, student(s) should already be in their wheelchair with all the appropriate belts fastened and ready to transport. If the student's wheelchair is equipped with a removable tray, it must be removed and secured during transport.
- Parents should notify the Driver if their child has additional equipment to be transported such as walkers, crutches, oxygen tanks, or other orthopedic devices. These items must be secured on the bus during transport.

Meeting the Bus

- Transportation's best practice is to require parents of students who are Pre-K through first grade be present at the stop daily to retrieve students. Parents can select a designee (neighbors, older sibling, other family members) to retrieve students from the stop. This request must be in writing and documented within the Transportation department.
- Parents may elect to have their child released without supervision. This request must be written and notarized. Parents can obtain the "Release Form" from front office personnel within the school or on the CCPS Transportation website.

Security Intervention - Disruption of Public School Bus

Video cameras are installed on all buses as a safety measure for students and staff. 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 the incident before permission is granted to ride the bus again.

This shall not interfere with transportation rights under federal law, including IDEA. The Clayton County Public Schools Police Department shall be notified of violations that disrupt or interfere with school bus operations.





EXCEPTIONAL STUDENTS

Department of Exceptional Students

The Department of Exceptional Students (DES) provides services for students with disabilities and facilitates educational progress. The Individualized Education Program (IEP) for eligible students with disabilities specifies educational placement, programs, and support for students along a continuum of services. The initial evaluation for special education services is administered only with parent consent. After the evaluation, committee members that may include parents or guardians, teachers, counselors, administrators, and school psychologists, will determine the student's eligibility, and if appropriate, the provision of special education and related services. The Individuals with Disabilities Education Act, 34 C.F.R. § 300 et seq. (IDEA) is the federal law concerning the education of students with disabilities and 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 US Department of Education regulations. A copy of this notice is given to parents annually. However, an additional copy is given to the parents under the following conditions:

- 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

A copy of the parental rights is available at

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Parent-Rights.aspx>

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) or Section 504. To qualify for the Georgia Special Needs Scholarship Program a student must meet State eligibility requirements. For updated information regarding the scholarship and eligibility requirements for the 2024-2025 school year see: <https://www.gadoe.org/External-Affairs-and-Policy/Policy/Pages/Special-Needs-Scholarship-Program.aspx>

Child Find

Clayton County Public Schools regularly engages in activities to identify, evaluate, and provide support to children—ages three to twenty-one—suspected of having disabilities. The district collaborates with Babies Cannot Wait and shares Child Find information through advertisements to identify preschool children with disabilities requiring special education services. Students at 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 student responses to intervention. Clayton County students educated in private school or homeschool settings may 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 entitle all qualified students with disabilities to a free, appropriate public education (FAPE). 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, direction, and without charge; services provided at preschool, elementary, and secondary levels; and meet standards of State Education Agency conforming to the student's IEP or IAP. FAPE is provided for eligible children three years of age (3) through twenty-one (21). Special Education services continue until the student graduates with a regular high school diploma, or the student reaches the 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 until the end of the semester in which the student turns 22. If the student turns 22 during the summer (before September 1st of the next year), the student will age out at the end of the school year preceding the student's 22nd birthday.

Related Services in the Virtual Environment

Clayton County Public Schools is dedicated to meeting the needs of students with disabilities. During times of distance and virtual learning, the district will continue to provide a free appropriate public education (FAPE). Students with disabilities will continue to receive services and support outlined in Individualized Education Programs (IEPs), however; these services may differ as outlined within a Distance Learning Plan that may be developed by student's IEP team.

Alternate Diploma

Every Student Succeeds Act (ESSA) received approval to amend the graduation rule in November 2019. The amendment relates to a State designated Alternate Diploma option for students with significant cognitive disabilities assessed using an alternate assessment (GAA 2.0).

An Alternate Diploma is the document awarded to students with the most significant cognitive disabilities who were assessed using the alternate assessment aligned to alternate academic achievement standards. While this diploma is standards based and aligned with the state requirements for the regular high school diploma, it is not a regular high school diploma. Therefore, an alternate diploma does not terminate Free and Appropriate Public Education (FAPE) for students with an Individualized Education Program (IEP).

The Alternate Diploma is available for students who entered ninth grade beginning with the 2020-2021 School Year. Students with the most significant cognitive disabilities enrolled in high school prior to the 2020-2021 school year who take the GAA in middle and high school and complete other requirements (23 credit hours and postsecondary school or work) will still receive the regular diploma; however, students who will take GAA and entered high school in 2020-21 or later will receive an alternate diploma upon graduation or reaching twenty-two years (22) of age with the same or similar criteria.



STUDENT BEHAVIOR HEALTH AND WELL-BEING

Student Behavioral Health and Well-Being

The Department of Student Behavioral Health and Wellbeing is responsible for the leadership and coordination of services and support to schools and students in the areas of psychological services, Section 504, Multi-tiered System of Support, and the Student Support Team (SST) process. In addition, we utilize the framework of a multi-tiered system of support (MTSS) to provide behavioral health support to all students. For information regarding all services within this department visit [CCPS SBHW](#)

The Department is composed of twenty-four School Psychologists and one Lead School Psychologist 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:

- Serve as a member of the school-based Circle of Support
- 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 safety 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.
- 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.

School Psychologists work within a school setting to promote the psychological, cognitive, social, and behavioral health needs of students. They collaborate with educators and other professionals to create positive, healthy, and supportive learning environments that strengthen connections between home and school. School Psychologists develop programs to train school personnel regarding educational and learning strategies; discipline and behavior management; and proactive strategies for working with children who have special needs. Additionally, School Psychologists provide a continuum of services that include consultation with parents, teachers, and administrators; comprehensive psychological assessments; creating prevention and intervention strategies to address group or individual student needs within the classroom crisis management; and collaboration with stakeholders and community groups to promote healthy development in youth. Additional information is available at SBHW [School Psychology Services](#)

Section 504 Services

Section 504 of the Rehabilitation Act of 1973, (Section 504) is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and assure that students with disabilities have educational opportunities and benefits equal to those provided to nondisabled students. 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 impact the meaning of disability in Section 504. The Multi-Tiered Systems of Support (MTSS) framework and the Response-To-Intervention (RTI) process are the mechanisms in Clayton County Public Schools for consideration of Section 504 eligibility. Data-based decisions concerning the student's progress and access to education determine when to consider the appropriateness of a Section 504 referral.

504 Child Find Statement

Pursuant to Section 504 of the Rehabilitation Act of 1973, the District has a duty to identify, refer, evaluate, and provide a free and appropriate public education to eligible students with disabilities. For additional information about the rights of parents of eligible children or for answers to any questions regarding 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. Additional information is available at [SBHW Section 504](#)

Student Support Team (SST)

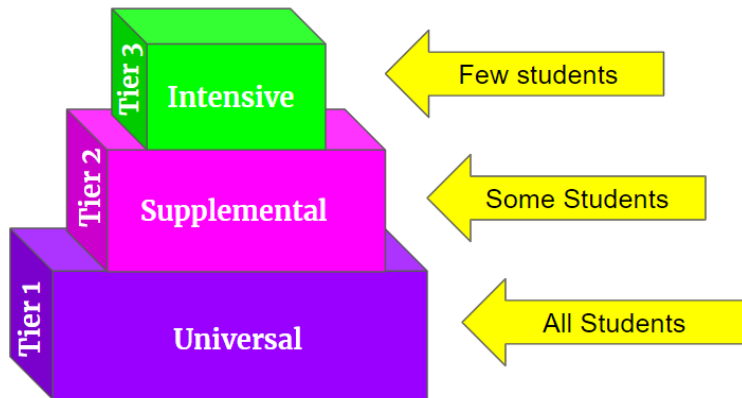
The Student Support Team (SST) is a building-level committee consisting of two or more persons whose responsibility is to identify and plan alternative instructional strategies for students experiencing academic, social or behavioral difficulties prior to or in lieu of referral to special education programs. The Student Support Team process utilizes a problem-solving approach to explore the nature of the concerns of the student's referred to the process. The problem-solving process involves the regular collection of student data and review of student progress. This requires the team to consider all aspects of intervention delivery as well as the factors that impact the success of the intervention. Requests for service from the Student Support Team may include curriculum modification, learning style assessment, behavior management techniques, achievement evaluation, home-school communication, or study skill assistance. Requests for special education services may also be made. Each building level team is composed of individuals such as administrators, classroom teachers, requesting teachers, special education teachers, counselors, school psychologists, special education resource persons, social workers or central office personnel. Additionally, parental involvement is a critical part of the Student Support Team process. Specific questions concerning the Student Support Team process should be directed to the principal or principal's designee at the assigned school. For additional information and to find the contact information for specific schools visit [SBHW Student Support Team](#)

Multi-Tiered System of Support (MTSS)

Multi-Tiered System of Support (MTSS) is an evidence-based framework used by schools and districts to establish ongoing continuous support to **all** students in every school. A Multi-level Prevention System is a framework consisting of three levels of prevention or intensity that include high-performance core instruction and evidence-based interventions and supports. The purpose of the multi-level prevention system is to provide support aligned to the specific student need that will maximize student achievement, reduce behavior challenges, and foster positive mental health. The three levels are: Tier 1: Primary Level, Tier 2: Secondary Level of Instruction, and Tier 3: Intensive Interventions.

MTSS...

- occurs within general education.
- applies to all students.
- outlines clearly defined roles, responsibilities, and accountability for all personnel.
- provides a comprehensible system for continuous improvement and is instrumental to school improvement plans.



Student Behavioral Health

The Schools Partnering to Advance wellness, Resilience and Knowledge (S.P.A.R.K.) framework offers a comprehensive approach to providing an environment that creates a space of wellness for all students and school staff. S.P.A.R.K. integrates tiered supports and services within schools according to school needs. For additional information contact info.spark.wellbeing@clayton.k12.ga.us or visit [SPARK_STUDENT_WELLBEING](#)

S.P.A.R.K. Principles

The following guiding principles form the foundation of the S.P.A.R.K. model:

- Mentally healthy children are more successful in school and life.
- Promoting mental, emotional, and behavioral health and overall well-being enhances educational, health, and long-term life outcomes, as well as social connections.
- Comprehensive school mental and behavioral health services support the mission and purpose of schools: learning.
- Comprehensive school mental health services are essential to creating and sustaining safe schools.
- Structuring resources for behavioral health and well-being allows for an emphasis on prevention and optimization of positive functioning.
- Providing a continuum of school mental and behavioral health services is critical to addressing the breadth of students' needs.
- The promotion of student mental and behavioral health and well-being must be a shared and primary value for the entire school community, as well as the community-at-large.

Clayton County Public Schools Suicide Prevention Protocol Prevention, Intervention and Postvention

In the state of Georgia, local education agencies (LEA) shall adopt a policy on student suicide prevention pursuant to [O.C.G.A. § 20-2-779.1](#) (also referred to as the Jason Flatt Act - Georgia) and [State Board Rule 160-4-8-.19](#) (Suicide Prevention Training Requirement for Certificated School System Personnel). As part of this rule, all certificated public-school employees are to receive annual training in suicide awareness and prevention.

Safety and Wellness Checklist

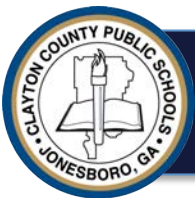
Student Wellness and Safety Checklist is an Interview conducted by the School Counselor, School Social Worker, School Psychologist or Behavior Intervention Specialist to determine level of intervention, support, and follow-up needed if a student demonstrates behaviors that may pose harm.

Protocol for Addressing Suicidal Ideations or Attempts

This protocol is designed for the protection of students in crisis and the school employees who serve them. If a school employee has reason to believe that a student is at risk for suicide or will harm himself or herself, that person should act in accordance with this procedure.

1. If the student has made an attempt that is life threatening or it is suspected the student may make an attempt the school official should immediately: call 911 for any medical emergency situation, contact Clayton County Public Schools Safety and Security Department, if needed, and contact custodial parent or guardian.
2. When a student exhibits suicidal behaviors/ideations (thoughts) or threatens to harm others, the following steps are required:
 - The school personnel notified will report the incident to the school administrator.
 - The school administrator will inform the school counselor, school social worker, school psychologist, or behavior intervention specialist.
 - The support staff notified will complete the Student Safety and Wellness Checklist and consult with additional support personnel as appropriate.
 - The support staff notified will contact the enrolling adult or emergency contact and ensure that the Parent Acknowledgment form is provided.
 - The student shall remain under adult supervision.
 - The school official shall request that the guardian pick up the student and engage in immediate care if the following occur:
 - Medium-High level of threat determined on the checklist conducted.
 - Immediate clinical follow-up has been recommended due to the checklist results.
 - The school team is required to report the incident to the Department of Children and Family Services using the proper channels, for incidents in which the threat level is determined medium-high or failure to provide intervention will lead to further harm and the parent is unwilling to engage in intervention or pick up the student.
 - The school officials may seek assistance from the offices of school counseling, school social work, school psychology, and the District police department, if the enrolling adult or emergency contact cannot be reached. A home visit may be conducted by Safety and Security.
 - The support staff who completed the Student Safety and Wellness checklist is responsible for updating the student information system, Infinite Campus. They are to upload the completed checklist and parent acknowledgement form.
 - Each student that completes a Wellness and Safety Checklist are provided with a No Harm Agreement and Safety Plan.
 - A referral for the Schools Partnering to Advance wellness, Resilience and Knowledge (SPARK) mental health program is required for all students who complete a Wellness and Safety Checklist.

See Policy JGJA and regulation JGJA-R(1) for additional information regarding district suicide prevention procedures and protocol.



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. This 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 District Policy JBC (1) and 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 necessary to meet the academic standards to which all students are held. For assistance, contact your school counselor or school social worker.

For additional information regarding rights and accessibility
for homeless children and youth, visit our website:

<https://www.clayton.k12.ga.us/departments/federal-programs/homeless-education-cit>
or contact the Homeless Education Department.



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 the architect, engineer or inspector's 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 is 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 available for public inspection upon reasonable notice.

Detention Hall

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

English to Speakers of Other Languages Program (ESOL)

During the past decade, Clayton County Public Schools became increasingly diverse and multicultural. Students from other countries and/or who speak another primary language at home 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. The district's ESOL teachers provide instruction, participate in conferences, and assist school officials with various issues related to ELs.

High School On Campus Parking

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 revoke the campus parking privileges of any student in violation of parking rules and regulations or any student that 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 operate vehicles unsafely.
- The parking fee of \$40 per year (non-refundable) is paid at the beginning of the first semester.
- One day parking permits are available in the Main Office at a cost of \$3 per day. These parking permits are required for all students parking on campus, who 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 bus loading areas.
- Students cannot remain seated in their cars after arriving at school nor are they allowed to return to their cars during the school day without written permission from an administrator.
- Students are required to sign a release form that authorizes a search of their cars. 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, said student 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 engaged 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.

Insurance

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

Lockers

Locker access is provided for 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 assigned to the locker.

Middle and High School Extracurricular Activities

Opportunities for exploring, developing, and widening students' range of interests 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 throughout the district have a minimum grade point average requirement for joining and maintaining membership. Student athletes must comply with The Georgia High School Association (GHSA) eligibility requirements regarding attendance and grades, which can be accessed at: www.ghsa.net. Questions concerning GHSA eligibility should be directed to School administrators. A student must be counted present for the school day for participation in extracurricular activities. Suspended and expelled students, assigned to ISS or OSS, are not allowed to participate in any school-sponsored activities or functions during the school day until they return to their regular classes in good standing.

Moment of Silence (Reflection)

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

Obligations

In accordance with O.C.G.A. § 20-2-1013, "All instructional materials and content, 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 and 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 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:

- 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, or
- Withholding of all grade cards, 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, 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 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 participate in graduation activities.

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 the safest places to leave valuables. It is best to take extra precautions rather than become a 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 is 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 nonparticipation.

Recess

- All elementary schools shall offer 15 minutes of recess daily.
- Recess is not intended to replace Physical Education Classes, but instead offers opportunities for unstructured play.
- Please see Policy EEE Wellness Program and Policy IED Scheduling for Instruction for more specific information regarding recess and unstructured break time.

School Closings

In case of inclement weather and possible 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 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 requires the following criteria:

A parent must serve as the chairperson of the school council. The School Council shall consist of a minimum of seven council members who serve two-year terms. These members shall include the principal, two certified teachers (elected by teachers), two businesspersons (parents or guardians may serve as these members if specified in the council bylaws), and parents or guardians. Parents and guardians must make up most 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.

School Schedules

The elementary school day begins at 7:45 a.m. and ends at 2:15 p.m. The high school day begins at 8:20 a.m. and ends at 3:15 p.m. The middle school day begins at 8:45 a.m. and ends at 3:45 p.m.

Selective Service Registration

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. The Air Force Junior Reserve Officer Training Corps (AFJROTC) will assist with online registration for Selective Service during the school year.

Student Checkout Procedures

Picture identification is required for all student checkouts to maintain a safe and orderly environment for all students, parents, and staff. Elementary school students shall not be allowed to checkout after 1:45 p.m. on regular school days and 12:45 p.m. on Early Dismissal Days. Middle school students shall not be allowed to checkout after 3:30 p.m. on regular school days and 2:30 p.m. on Early Dismissal Days. High school students shall not be allowed to checkout after 2:40 p.m. on regular school days and 1:40 p.m. on Early Dismissal Days.

Student Organizations

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

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 who 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 reasonable cause to believe that suspected child abuse has occurred (including neglect) shall report that abuse to the principal or designee per 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 authorized by the school’s main office. The work permit, a certified copy of the student’s birth certificate, and Social Security card must be submitted to the main office when all paperwork is completed by both the student and employer. 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 employment.



GRIEVANCE PROCEDURE

GRIEVANCE PROCEDURE FOR TITLE IX, EDUCATION AMENDMENTS, 1972 SECTION 504, REHABILITATION ACT OF 1973 AMERICANS WITH DISABILITIES ACT OF 1990

This section establishes a grievance procedure providing for the prompt and equitable resolution of complaints alleging discrimination under 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 based on disability; Title IX prohibits discrimination based on sex. It is a violation of law to retaliate against anyone who files a Grievance or participates in the investigation of a grievance.

Individuals also have the right to file a formal complaint with the United States Department of Education Office for Civil Rights, which enforces: Title VI of the Civil Rights Act of 1964 (discrimination on the basis of race, color or national origin); Title IX of the Education Amendments of 1972, (discrimination on the basis of sex); Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (discrimination on the basis of disability); Age Discrimination Act of 1975 (discrimination on the basis of age); and Boy Scouts of America Equal Access Act.

OCR National Headquarters:

U.S. Department of Education

Office for Civil Rights (OCR)

Lyndon Baines Johnson Department of Education Building

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>

OCR Georgia Enforcement office:

Atlanta Office

Office for Civil Rights

61 Forsyth Street S.W., Suite 19T10

Atlanta, GA 30303-8927

Telephone: 404-974-9406; Fax: 404-974-9471; TDD: 800-877-8339

Email: OCR.Atlanta@ed.gov

Definitions

Grievance: A written complaint alleging any policy, procedure, action, or practice which discriminates based on sex, handicapping condition, or disability.

Grievant: A student or employee of the Clayton County Public School District or any other person who submits a complaint alleging discrimination based on sex, handicapping condition, or disability.

Party: Grievant, victim, or Respondent to a Grievance filed pursuant to these procedures. Title IX, Section 504 Coordinators, and Americans with Disabilities Act 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 investigating complaints and serving as moderators and recorders during hearings.

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.

Day: Day means a working day. The calculation of days in complaint processing shall exclude Saturdays, Sundays, and school holidays.

Pre-Filing Procedures

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

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 justify 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 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 designee, will interview relevant witnesses and use a preponderance of the evidence standard in making the 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 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 designee shall have an additional fifteen (15) days to decide the appeal and notify the parties in writing of the decision and list the evidence on which the decision is based.

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) days.

If the Clayton County Public School District’s investigation finds evidence of any discrimination or 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 based on 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 procedure shall not apply to any matter when

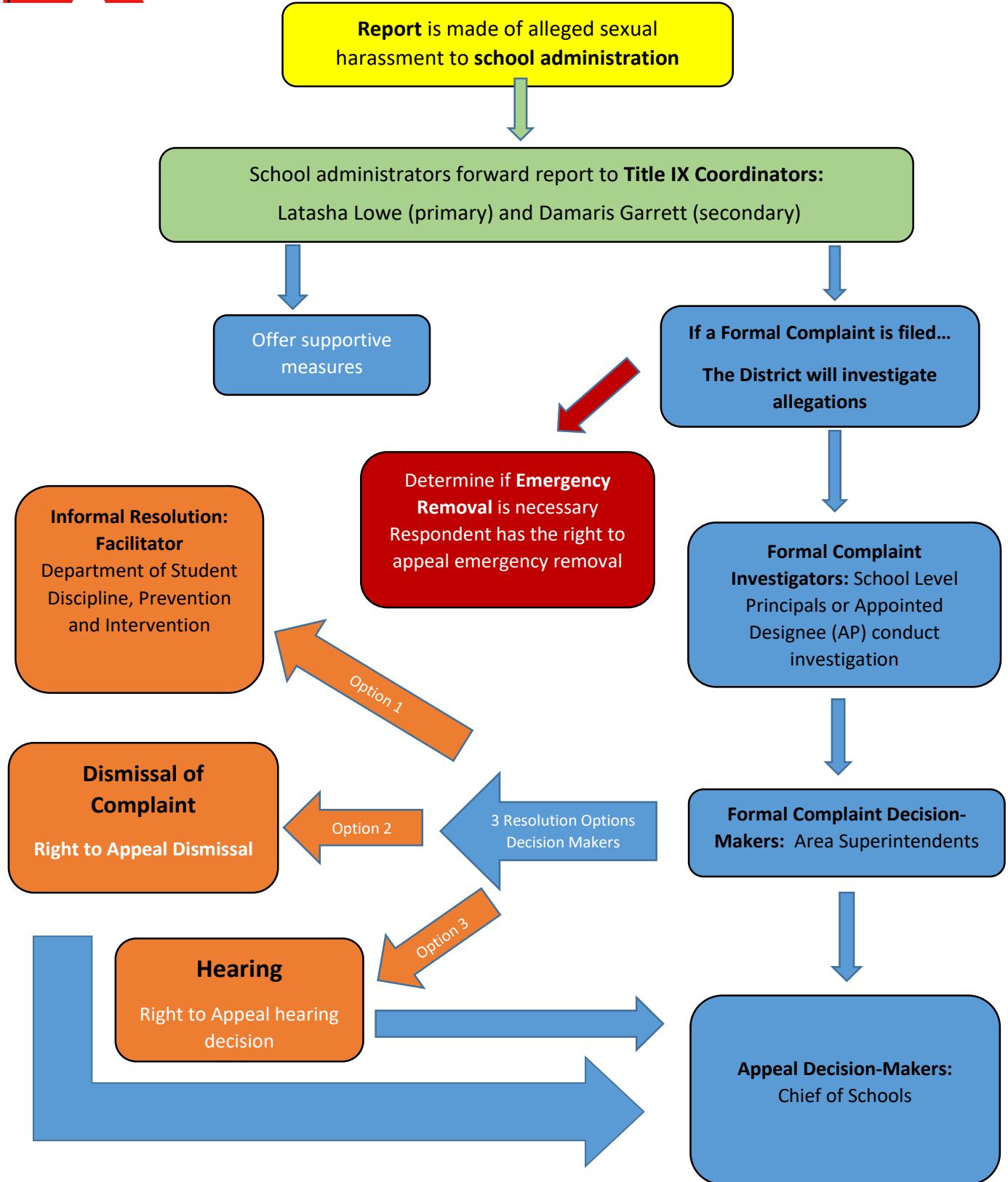
- a) Method of review is prescribed by law or by an existing Board policy, and
- b) Board of Education is without authority to act.

Grievances may be filed with the individuals identified below in accordance with this procedure. Additionally, individuals that require assistance in filing a grievance may contact the appropriate staff member listed below.

<p>Title IX & Student/Sexual Harassment 1058 Fifth Avenue Jonesboro, Georgia 30236 (770) 473-2845 Latasha Lowe, Legal Compliance Officer latasha.lowe@clayton.k12.ga.us</p>	<p>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</p>	<p>Disabled Students and Members of the Public - Section 504 1058 Fifth Avenue Jonesboro, Georgia 30236 (770) 473-2700 Cheri-Ann Taylor, Director of Student Behavioral Health and Well-Being and District 504 Contact cheri-ann.taylor@clayton.k12.ga.us</p>	<p>Athletics - Gender Equity Tara Stadium 1055 Battlecreek Road Jonesboro, Georgia 30236 770-473-2845 Gary Townsend Executive Director of Athletics gary.townsend@clayton.k12.ga.us</p>
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TITLE IX X

Process for Responding to Sexual Harassment Complaint Under Title IX Regulations (2020)





TITLE IX COMPLAINT PROCEDURES (2020)

- I. As defined in Title IX, the following definitions constitute “sexual harassment” for purposes of this complaint process. Sexual harassment is defined as conduct based on sex that satisfies one or more of the following criteria:**
- A. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual’s participation in unwelcome sexual conduct;
 - B. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district’s education program or activity; or
 - C. Any of the following as defined in federal law. Should these federal definitions change, so shall the definitions within this regulation to comply with law:
 1. Sexual assault as defined in the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), 20 U.S.C. 1092(f)(6)(A)(v): Any sexual act directed against another person, forcibly and/or against the person’s will; not forcibly or against the person’s will when the victim is incapable of giving consent.
 2. Dating violence as defined in the VAWA (Violence Against Women Act of 1994, 34 U.S.C. 12291(a)(10)): Any act of violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship; the type of the relationship; and the frequency of the interaction of the persons involved in the relationship.
 3. Domestic violence as defined in the VAWA (Violence Against Women Act of 1994, 34 U.S.C. 12291(a)(8)): Any felony or misdemeanor act of violence committed by a current or former spouse or intimate partner of the victim; a person with whom the victim shares a child in common; a person who is cohabitating with the victim or who has cohabited with the victim as a spouse or intimate partner; a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or; any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of this jurisdiction.
 4. Sex-based Stalking as defined in the VAWA (Violence Against Women Act of 1994, 34 U.S.C. 12291(a)(30)): May be defined as engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or suffer substantial emotional distress.
- II. The following are considered “parties” to this complaint process:**
- A. Complainant: an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
 - B. Respondent: an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
- III. The Superintendent including any designee(s) is responsible for day-to-day oversight of this complaint process.**
- IV. The following have been designated in the respective roles under this complaint process:**
- A. Title IX Coordinator(s): The District shall recognize the Legal Compliance Officer of the Equity and Compliance division with site-based and district-wide responsibility for compliance and facilitation of this complaint process. In any case, the decision-maker(s) will not be either the Title IX Coordinator(s) or the investigator(s).
 - B. Investigator(s):
 1. Site-based – In all matters where both the complainant and respondent are students, the district shall recognize the principal or his/her designee of the school with site-based responsibility for day-to-day facilitation of the investigator duties within this complaint process.
 2. Employee – In any matter where either the complainant or respondent is an employee of the District, the District shall recognize the Personnel Review Officers of the Equity and Compliance division with district-wide responsibility for day-to-day compliance with the investigator duties within this complaint process.
 - C. First Level Decision-Maker(s):
 1. Site based - In all matters where both the complainant and respondent are students, the district shall recognize the Area Superintendent in the Office of School Leadership and Improvement with district-wide responsibility for day-to-day facilitation with the decision-making duties within this complaint process.
 2. Employee - In any matter where either the complainant or respondent is an employee of the District, the District shall recognize the Superintendent or his/her designee with district-wide responsibility for day-to-day facilitation with the decision-making duties within this complaint process.
 - D. Appellate Decision-Maker:
 - a. Site based Appellate Decision-Maker: The District shall recognize the Deputy Superintendent or her/his designee with district-wide responsibility for day-to-day facilitation with the appellate decision-maker duties within this complaint process.
 - b. Employee Appellate Decision-Maker: In any matter where either the complainant or respondent is an employee of the District, the District shall recognize the Board or its designee with district-wide responsibility for day-to-day facilitation with the appellate decision-maker duties within this complaint process.
 - E. Facilitator(s) of Informal Resolution:
 1. Site based – In all matters where both the complainant and respondent are students, the district shall recognize the Director of Student Discipline, Prevention and Intervention or her/his designee with district-wide responsibility for day-to-day compliance with any informal resolution duties within this complaint process.
 2. Employee – In any matter where either the complainant or respondent is employee of the District, the District shall recognize the Personnel Review Officer of the Equity and Compliance division district wide responsibility for day-to-day compliance with any informal resolution duties within this complaint process.

- F. A person who is not the complainant(s), respondent(s), Title IX Coordinator(s), investigator(s), decision-maker, appellate decision-maker, or facilitator but who testifies, assists, or participates any manner in an investigation, proceeding, or hearing as part of this complaint process is not a party
- G. A “formal complaint” is a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment. If the complainant is under the age of 18, the parent or legal guardian can file a complaint and act on behalf of a student.

V. General Rules

- A. Any person with a complaint or report alleging sexual harassment as defined within these complaint procedures, may report, in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator on the District’s website. Such a report may be made at any time (including during non-business hours).
- B. Schools must respond promptly to reports of Title IX sexual harassment in a manner that is not deliberately indifferent when it has actual knowledge of sexual harassment against a person in an education program or activity. All terms not specifically defined herein are defined in accordance with Title IX. The complaint process must begin if a formal complaint is filed.
- C. The Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. Both the complainant(s) and respondent(s) will be treated equitably (fairly). This means for a complainant; the district will provide remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent. This means for a respondent; the district will impose disciplinary sanctions or any other actions that are not supportive measures against a respondent only after following this complaint process.
- D. As part of the complaint process, the Board will provide each party an equal opportunity to present witnesses, including fact and expert witnesses, and other “inculpatory” evidence (incriminating or placing guilt) and “exculpatory” evidence (freeing or clearing guilt). All relevant evidence will be evaluated objectively. No credibility determinations will be based on a person’s status as a complainant, respondent, or witness.
- E. Any complaint process may be temporarily delayed, or allowed a limited extension of timelines, for good cause in the sole discretion of the Superintendent or her/his designee. Good cause includes, but is not limited to, the absence of a party, a party’s advisor or a witness, concurrent law enforcement activity, or the need for language assistance or accommodation of disabilities. In the event such good cause is found, the Superintendent or her/his designee will issue written notice to the complainant and the respondent of the delay or the extension and the reasons, therefore.
- F. No employee will intimidate, threaten, coerce, or discriminate against any individual for exercising a right or privilege made possible under federal laws on Title IX or Board Policy JCAC, including if an individual has made a report or complaint, testified, assisted, or participated (or refused to participate in) any manner in an investigation, proceeding, or hearing as part of this complaint process. Retaliation is expressly prohibited. The exercise of rights protected under the First Amendment or charging an individual with a code of conduct violation for making a materially false statement in bad faith do not constitute prohibited retaliation. A determination regarding responsibility alone is insufficient to conclude that a party made a materially false statement in bad faith.
- G. The identity of persons involved in the process will be kept confidential by the district except as permitted by law or to carry out Title IX processes, including complaint investigation or judicial proceeding arising thereunder. This includes the complainant; the respondent; any witness; any individual(s) who reported for filed a complaint of sex discrimination; or any individuals(s) reported to be the perpetrator of sex discrimination.
- H. The district will not require a party to agree to waive his/her right to an investigation and adjudication of a formal complaint as a condition of enrollment, continuing enrollment, employment, continuing employment, or enjoyment of any other right.

VI. Supportive Measures Available

- A. Supportive measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or deter sexual harassment. Regardless of whether or not a formal complaint has been filed, the Board offers the following supportive measures, which are to be determined for individual complainant(s) and respondent(s) by the Title IX Coordinator(s): counseling by a school staff person, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, changes in classroom transition routes, increased security and monitoring of certain areas of the school campus, and/or a combination of local interventions and supports.
- B. Additional supportive measures may be available on a case-by-case basis, and notice will be provided pursuant to this complaint process.

VII. Burden and Evidentiary Matters

- A. The designated decision-maker will issue a determination regarding whether the respondent is responsible for the allegations of sexual harassment. Until a determination of responsibility is made at the conclusion of this complaint process, the respondent is presumed not responsible for the alleged conduct.
- B. The burden of proving responsibility for the allegations in a formal complaint rests on the district, not the complainant or respondent.
- C. The Board has adopted the preponderance of evidence standard for all formal complaints of sexual harassment against students and employees, including faculty, volunteers and certain third parties.
- D. The District will not access, consider, disclose, or otherwise use a party’s records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional or paraprofessional’s capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the District obtains that party’s (or that party’s parent’s) voluntary, written consent to do so. This restriction and process for consent applies equally to all parties; however, consent given to one party’s advisor does not give consent to the other party’s advisor if a timely request is not made.
- E. The district will not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.

VIII. Processing Complaints

- A. The district may combine formal complaints in which the allegations of sexual harassment arise out of the same facts or circumstances concerning the following:
 1. Allegations of sexual harassment against more than one respondent, or
 2. by more than one complainant against one or more respondents, or
 3. by one party against the other party.
- B. The district will not require the parties to participate in an informal resolution process. Further information regarding the informal resolution process is included within Section XII.
- C. Should any deadlines within this complaint process fall on a Saturday, Sunday, or federal or state recognized holiday, then the deadline shall be honored through the end of the following business day.
- D. If at any point in the investigation of reported sexual harassment of a student, the investigator determines that the reported harassment should more properly be termed abuse, the reported incident or situation shall be referred pursuant to the established protocol for child abuse investigation. Reported sexual harassment determined not to be sexual harassment as defined under Title IX may be investigated in accordance with the other applicable policies, including student or employee codes of conduct..

IX. Resolution of a Formal Complaint

Once a formal complaint has been filed with Title IX Coordinator(s), the coordinator(s) will provide a copy of the formal complaint to the relevant investigator, and the coordinator will cause written notice to be issued to the parties, to the extent they are known, within three (3) business days.

That notice will include:

1. Notice of the complaint process.
 2. Information about any informal resolution process and the availability of voluntarily engaging in any informal resolution process.
 3. Notice of the allegations of sexual harassment, including sufficient details known at the time, including the name of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known.
 4. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process.
 5. A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney.
 6. A statement that the parties may inspect, and review evidence gathered as part of the investigation;
 7. A statement that the “false information” and “giving false information” sections of the Code of Conduct prohibit knowingly making false statements or knowingly submitting false information during the complaint process; and
 8. The range of or list the possible sanctions and remedies that may be implemented following any determination of responsibility.
- B. If, during the investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the foregoing notice, the Title IX Coordinator will provide notice of the additional allegations to the parties whose identities are known.
 - C. The District must send written notice, including reasons, simultaneously to the complainant and respondent if a determination is made that the formal complaint must or should be dismissed.
 1. The formal complaint must be dismissed if the conduct alleged (a) would not constitute sexual harassment even if proved.
 2. did not occur in the recipient’s education program or activity; or (c) did not occur against a person in the United States. Such a dismissal does not preclude action under another applicable policy or the code of conduct.
 3. formal complaint may be dismissed or any allegations therein if (a) the complainant notifies the Title IX Coordinator(s) in writing that they would like to withdraw the formal complaint or any allegations therein; (b) the respondent is no longer enrolled or employed by the recipient; or (c) specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
 4. If the decision-maker(s) dismiss(es) the formal complaint under either standard, he or she must send written notice of the dismissal and the reason(s) simultaneously to the parties.
 - D. The Parties may submit evidence to the investigator(s), including any fact and expert testimony, within ten (10) calendar days of receiving notice of the formal complaint.
 - E. Within twenty (20) business days of the filing of the formal complaint, the Board’s investigator(s) will complete the initial review of the evidence. The investigator(s) will send to each party and the party’s advisor, if any, any non-privileged evidence subject to inspection and review in an electronic format or a hard copy.
 - F. No later than ten (10) calendar days after the receipt of the initial review of the evidence, each party has the right to submit a written response to the evidence, which the investigator(s) will review and consider prior to the completion of the investigative report.
 - G. Within thirty-five (35) business days after notice of the formal complaint and including the time for each party to submit a written response to the initial review of evidence, the Board’s investigator(s) will finalize and send to the parties and their advisors, if any, an investigative report that fairly summarizes the relevant evidence.
 - H. The parties have ten (10) calendar days following the receipt of the investigative report to submit to the Board’s decision-maker(s) written, relevant questions that the party wants asked of any party or witness. However:
 - a. Questions and evidence regarding the complainant’s sexual predisposition or prior sexual behavior are not relevant unless such questions and evidence are offered to prove either:
 - b. that someone other than the respondent committed the conduct alleged by the complainant; or
 - c. that the conduct alleged by the complainant was consensual only (I) if the students are not under the age of 16, because consent cannot be given by an individual under the age of 16, and (ii) if the questions and evidence concerning specific incidents of the complainant’s prior sexual behavior were with the respondent.
 - I. If any question is deemed not relevant, the decision-maker(s) must explain to the party proposing the question the reasoning for excluding the question.
 - J. Answers to relevant questions will be provided to the parties within five (5) business days of submission. Parties will be permitted two (2) calendar days to submit limited follow-up questions. Those answers will be provided within five (5) business days of submission. No additional follow-up questions will be permitted without the Board’s written consent.

- K. Not sooner than ten (10) calendar days following the parties' receipt of the investigative report and not later than ten (10) calendar days following the last response to any party's written question or follow-up question, the Board's decision-maker(s) will issue a written determination regarding responsibility simultaneously to both parties.
- L. The decision-maker(s) will ensure that the written determination regarding responsibility does the following:
 1. Identify the allegations alleged to be sexual harassment
 2. Describe the procedural steps taken from receipt of the formal complaint through determination, including describing the notification to the parties, interviews with the parties and witnesses, site visits, methods used to gather other evidence, and the hearings held.
 3. Make findings of fact supporting the determination.
 4. Make conclusions regarding how the Code of Conduct applies to the facts.
 5. Make a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanction to be imposed on the respondent, and whether remedies will be provided to the complainant; and
 6. describe the appeal process.

X. Appeals from Written Determinations Regarding Responsibility

- A. Either party may appeal from either (1) a written determination regarding responsibility or (2) the dismissal of a formal complaint or any allegations therein. The appellate decision-maker(s) will not be the same as the Title IX Coordinator(s), the investigator(s), or the decision-maker(s) in the matter being appealed. The appellate decision-maker(s) will be free from bias and conflicts of interest.
- B. Appeals should be submitted in writing to the appellate decision-maker(s) within ten (10) calendar days of the decision being appealed.
- C. There are limited reasons for an appeal to be considered. Appeals will be considered only on one or more of the following bases:
 - a) A procedural irregularity occurred that affected the outcome.
 - b) New evidence is now available that was that was not reasonably available at the time the determination regarding responsibility, or the dismissal was made, and that new evidence could affect the outcome of the matter; or
 - c) The Title IX Coordinator(s), investigator(s), or decision-maker(s) had a conflict of interest or bias (a) for or against complainants or respondents or (b) for or against the individual complainant or respondent and this affected the outcome of the matter.
- D. Upon receipt of an appeal, the appellate decision-maker(s) will notify the other party in writing when the appeal is filed and will ensure that appellate procedures are implemented equally for both parties. The notice provided to the other party will include a copy of the appellant's written appeal request.
- E. Upon the receipt of an appeal, each party will have five (5) calendar days to submit a written statement in support of, or challenging, the outcome. Each party will have five (5) calendar days to submit a written response to any statement by the other party. No further submissions will be allowed or considered.
- F. No additional evidence that was not part of the record will be submitted or considered on appeal unless it is new evidence that could affect the outcome of the matter and was not reasonably available at the time the determination regarding responsibility or dismissal was made.
- G. No later than ten (10) business days following the parties' submission of the last written statement or response, the appellate decision-maker(s) will issue a written decision describing the result of the appeal and the rationale for the result.
- H. The decision on appeal shall be final.

XI. Rights During a Complaint

- A. Where a party has been invited to or is expected to participate in an investigative interview or other meeting, written notice of the date, time, location, participants, and purpose of the meeting will be issued to that party. No investigative interview or other meetings with that party will take place with less than forty-eight (48) hours of notice.
- B. During any meeting or proceeding with a particular party throughout the complaint process, that party is entitled to have present one (1) advisor of her/his choice. The advisor's presence is to advise that party (later).
- C. The advisor has no right to speak, question, advocate or otherwise participate in an interview or meeting unless written consent is obtained from the Superintendent or her designee at least twenty-four (24) hours in advance of the meeting in question.
- D. Any interruption caused as result of the advisor shall not be considered a delay by the district of this complaint process but may be grounds for a good cause time extension of the complaint process.

XII. Informal Resolution

- A. The district shall not require the parties to participate in an informal resolution process and shall not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, which does not involve a full investigation and adjudication, which shall include:
 1. Provision to parties of written notice disclosing: The allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
 2. Parties' voluntary, written consent to the informal resolution process.
- B. The District shall not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

XIII. Remedies Available

If a determination is made that the respondent is responsible for the allegations, the following remedies are available to the complainant: additional supportive measures and a range of restorative practices.

XIV. Possible Disciplinary Sanctions

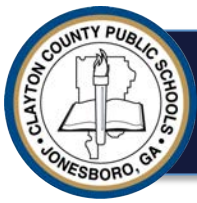
- A. For students, if a determination is made that the respondent is responsible for the allegations, the district will impose a punishment aligned to the Code of Conduct.
- B. Potential punishments may include but are not limited to any of the following offenses and consequences further defined in the Code of Conduct:
 - 1. False Information or Giving False Information: Range of verbal warning to disciplinary hearing (range dependent on grade level and progressive discipline level).
 - 2. Inappropriate Physical Contact Between Students: Range of verbal warning to short term out of school suspension for five (5) days (range dependent on grade level and progressive discipline level).
 - 3. Profanity (including gestures, graphics, or materials): Range of verbal warning to short term out of school suspension for five (5) days (range dependent on grade level and progressive discipline level).
 - 4. Inappropriate Activity of a Sexual Nature: Range of short term out of school suspension for three (3) days to disciplinary hearing (range dependent on grade level and progressive discipline level).
 - 5. Sexual Misconduct: Range of short term out of school suspension for three (3) days to disciplinary hearing (range dependent on grade level and progressive discipline level).
- C. The District reserves the right to identify other offenses and consequences beyond these listed in above and may do so in compliance with this complaint process.
- D. As the Code of Conduct is reviewed regularly, if any differences exist in language between the offense and consequences listed above and the Code of Conduct, then the Code of Conduct shall prevail.
- E. For employees, if a determination is made that the respondent is responsible for the allegations, the matter shall be turned over to the Director of Equity and Compliance to impose punishment. The disciplinary action may range from a short-term suspension to termination. If the employee is a contract employee, and the Board determines that suspension or termination of the contract is appropriate, the employee shall be entitled to the process afforded in O.C.G.A. § 20-2-940.
- F. In addition to possible disciplinary sanctions outlined herein, the district may remove a respondent from the district's education program or activity on an emergency basis prior to any determination of responsibility.
 - 1. To do so, the decision-maker(s) shall make an individualized safety and risk analysis.
 - 2. If the decision-maker(s) conclude(s) that an immediate threat to the physical health or safety of any other student or other individual arising from the allegations of sexual harassment justifies removal, the decision-maker(s) may direct the emergency removal.
 - 3. Upon such emergency removal, the decision-maker(s) will provide written notice to the respondent.
policies, including student or employee codes of conduct.

XV. Training

- A. All Title IX Coordinator(s), Investigator(s), decision-maker(s), appellate decision-maker(s) and any person who facilitates informal resolution will receive training: on the definition of sexual harassment, the scope of the Board's **education program or activity, how to conduct an investigation and complaint process, and how to serve impartially**, including the avoidance of prejudging the facts at issue, conflicts of interest, and bias.
 - 1. Investigator(s) will receive specific training on issues of relevance and how to create an investigative report that fairly summarizes relevant evidence.
 - 2. These trainings will not rely on sex stereotypes and will promote impartial investigations and adjudications of formal complaints of sexual harassment.
- B. No Title IX Coordinator(s), investigator(s), decision-maker(s), appellate decision-maker(s) nor any person who facilitates informal resolution will have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

XVI. Record-keeping

The district shall comply with the recordkeeping requirements of Title IX, including maintenance of its designated records related to sexual harassment investigation, appeal, information resolution processes, and training materials.



GLOSSARY

Accelerated Instruction: instruction designed to enable a student who has not achieved grade level standards to meet those standards in a shortened 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 removed from the regular school programs due to the discipline orders of CCPS or another school district or disruptive behavior 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 student educational development and the ability to complete college level work.

Attend: a student is physically present in the educational programs for which enrolled.

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

Behavior Correction Action Plan (BCAP): a plan for students who need supplemental tier two support to improve behavior.

Behavior Intervention Plan (BIP): a written plan which uses positive behavior intervention, supports and other strategies to address challenging behaviors and enables the child to learn socially appropriate and responsible behavior in school and/or educational setting.

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**;
 - b. Has the effect of 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 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.

Cyberbullying: Cyberbullying is defined in **O.C.G.A. § 20-2-751.4** applies to acts which occur by electronic communication, regardless of if 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 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 that interfere with the learning process of students around him or her and is 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 at the middle school 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 the case when immediate detention would pose transportation issues for the student, a twenty-four (24) hour notice may be given before the detention is served.

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

Directory Information: Directory information is 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, photographs and image, participation in school activities and sports, weight and height of members of athletic teams, degrees, or similar information.

Discipline: The practice of teaching and training people to follow rules or a code of conduct using strategies to correct inappropriate behavior.

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 Policy JCEB, Student 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 each homeless child and 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.

1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason
2. Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations
3. Living in emergency or transitional shelters
4. Abandoned in hospitals.
5. 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 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 in the best interest of the minor.

English to Speakers of Other Languages (ESOL): program designed to meet the needs of eligible English learners at the school level by receiving language instruction 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, unaccompanied homeless youth or independent student 18+) 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 and eligible students regarding access and confidentiality of educational records and personally identifiable information. 20 USC §1232g.

Free Appropriate Public Education (FAPE): All children with an Individualized Education Program (IEP) under IDEA or served under Section 504 are entitled to a free appropriate public education (FAPE). This includes children who are eligible for special education from the ages of three (3) through twenty-one (21). The special education and related services that make up a FAPE are provided to children identified with disabilities and who have an IEP, and the services are provided at no cost to the parent. Special education and related services, including special education at the preschool, elementary, and secondary levels, are services that are provided so eligible children can make progress toward and/or meet the Georgia Standards of Excellence (GSE). All eligible children will be provided an education that includes access to the Georgia curriculum and addresses the unique needs of the individual child and his or her disability.

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 for eligible students with an Individualized Education Program (IEP) under IDEA 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 assessment program that represents a single system of summative assessments spanning all three levels of the state's educational system – elementary, middle, and high school. The system is designed to send consistent signals about students' preparedness for the next level, be it the next grade, course, or endeavor, such as entering college or beginning a career after leaving the K-12 educational system.

Georgia Special Needs Scholarship Program: allows parents of eligible students with disabilities receiving services under Section 504 or IDEA to transfer their children to another public-school, public-school system, state school, or authorized participating private school within Georgia.
O.C.G.A. § 20-2-2110, et seq.

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. § 20-14-26** to create a uniform performance-based accountability system for K-12 public schools that incorporates both state and federal mandates, including student and school performance standards, and to audit and inspect or cause to be audited and inspect K-12 public schools, and Local Education Agencies 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 or stepparent of a minor child's father or mother. This definition remains the same upon death or termination of parental rights of the birth parent.

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 of a child with a disability including statements of present levels of academic achievement and functional performance, measurable annual goals, special education and related services, accommodations and alternative assessments.

In Loco Parentis: a Latin term meaning "in [the] place of a parent" or "instead of a parent." It denotes the legal responsibility of a person or organization to perform some of the functions or responsibilities of a parent.

In-School Suspension (ISS): placement of students to a specified location, may also include restrictions 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 expectations 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: a 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; 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 Agency (LEA): a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools. (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.

Dual Enrollment Program: designed to prepare students for college and career opportunities leading students to postsecondary institutions for an industry recognized certification or licensure, an associate and/or higher college degree, and successful employment. Students may receive high school and college credit simultaneously when attending and passing approved postsecondary classes.

Multi-Tiered Systems of Support (MTSS): tiered system of supports that integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems. Under the framework of Georgia's Tiered System of Supports for Students, Response to Intervention (RTI) and Student Support Teams (SST) are a part of the MTSS process.

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

Other Person: an adult at least 18 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*.

Opportunity Room (OR): an alternative to suspension program designed to reduce the amount of interrupted instruction by serving as a haven for learning where students may report. OR may be considered when student behavior is reflective of levels 1-2 offenses or student exhibits behaviors that interfere with teaching and learning.

Out of School Suspension (OSS): suspension for a period of time outside of school.

Perfect Attendance: 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: 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 allowed to enroll in the School District's Alternative Education Program (AEP).

Prevention: a hindrance, process, or behavior designed to stop or decrease the likelihood that an undesirable behavior or incident will occur.

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.

Retention: the reassignment 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 criteria.

School Council: a council composed of parents, teachers along with the school principal who serve in an advisory capacity at the local school level per Georgia law.

School Property: includes, but is not limited to the following areas:

1. The land and improvements which constitute the school.
2. Any other property and building, including school bus stops wherever located, where any school function or activity is conducted including virtual learning classes.
3. Any bus or other vehicle used in connection with school functions and activities, including school buses, buses leased by the School District, and privately-owned vehicles used for transportation to and from school activities.
4. Personal belongings, automobiles, or other vehicles which are located on school property; and
5. En route to and from school.

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 Public 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 participate in proactive areas of crisis planning, school planning, and the important areas of prevention, intervention, and enforcement.

School Technology Resources: include but are not limited to:

1. Electronic media systems such as computers, electronic networks, messaging, and Website publishing.
2. The associated hardware and software programs used for purposes such as 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.

Sexual Misconduct: Sexual Misconduct includes 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, text messages; sexually offensive drawings or poster directed towards another person, nonconsensual sexual contact whether there is a pattern of behavior or a single significant incident.

Short-Term Suspension: the out of school suspension of a student from school for ten (10) consecutive school days or less.

State Board of Education (SBOE): 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 (parents and guardians are 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 or Section 504 as having an eligible disability for educational services.

Surrogate Parent: a person appointed for a student for whom no parent can be identified, who is a ward of the state, or whose parents cannot be found after reasonable efforts by the local system.

Truant: any child subject to compulsory attendance who during the school calendar year has more than five days of unexcused absences.

Valid Written Excuse / Documentation: a written explanation provided to the school within three days of a student's absence, signed by the student's parent or guardian or other documentation supporting the reason for the student's absence per the requirements of State Board Rule 160-5-1-.10.

Vandalism: intentional destruction of public property or private property of another.

Youth Empowerment Services (YES! Program): a resource-rich virtual alternative to suspension program designed to decrease disciplinary infractions and increase learning behaviors while promoting a safe learning environment where teaching and learning are the priority. YES! empowers scholars to thrive and overcome social, behavioral, and academic challenges.

Withdraw: the removal of a student from the official roll of a Georgia public school.

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

Arnold Elementary (102)
216 Stockbridge Road
Jonesboro, GA 30236
770-473-2800

Brown Elementary (104)
9771 Poston Road
Jonesboro, GA 30238
770-473-2785

Callaway Elementary (133)
120 Oriole Drive
Jonesboro, GA 30238
678-479-2600

Church Street Elementary (105)
7013 Church Street
Riverdale, GA 30274
770-994-4000

East Clayton Elementary (106)
3675 Steele Road
Ellenwood, GA 30294
678-827-7927

Edmonds Elementary (107)
4495 Simpson Road
Forest Park, GA 30297
678-827-7932

Fountain Elementary (103)
5215 West Street
Forest Park, GA 30297
770-472-2462

Harper Elementary (134)
93 Valley Hill Road, S.W.
Riverdale, GA 30274
678-479-2654

Hawthorne Elementary (131)
10750 English Road
Hampton, GA 30228
770-472-7669

Haynie Elementary (108)
1169 Morrow Road
Morrow, GA 30260
770-968-2905

Huie Elementary (110)
1260 Rockcut Road
Forest Park, GA 30297
678-827-7937

Jackson Elementary (136)
7711 Mt. Zion Blvd.
Jonesboro, GA 30236
678-610-4401

Kay Pace School of Arts ES (141)
1821 Walt Stephens Road
Jonesboro, GA 30236
678-479-0101

Kemp Elementary (127)
10990 Folsom Road
Hampton, GA 30228
770-473-2870

Kemp Primary (138)
1090 McDonough Road
Hampton, GA 30228
678-610-4300

Kilpatrick Elementary (111)
7534 Tara Road
Jonesboro, GA 30236
770-473-2790

King Elementary (135)
5745 West Lee's Mill Road
College Park, GA 30349
770-991-4651

Lake City Elementary (112)
5354 Phillips Drive
Lake City, GA 30260
770-473-3229

Lake Ridge Elementary (130)
7900 Lake Ridge Circle
Riverdale, GA 30296
770-907-5170

Lee Street Elementary (114)
178 Lee Street
Jonesboro, GA 30236
770-473-2815

Marshall Elementary (137)
5885 Maddox Road
Morrow, GA 30260
678-827-7942

McGarrah Elementary (113)
2201 Lake Harbin Road
Morrow, GA 30260
770-968-2910

Michelle Obama STEM Academy
11485 Panhandle Road
Hampton, Ga., 30228
770-472-2441

Morrow Elementary (115)
6115 Reynolds Road
Morrow, GA 30260
770-968-2900

Mt. Zion Elementary (116)
2984 Mt. Zion Road
Jonesboro, GA 30236
770-968-2935

Mt. Zion Primary (139)
2920 Mt. Zion Road
Jonesboro, GA 30236
770-472-2828

Northcutt Elementary (119)
5451 West Fayetteville Road
College Park, GA 30349
770-994-4020

Oliver Elementary (120)
1725 Cheryl Leigh Drive
Riverdale, GA 30296
770-994-4010

Pointe South Elementary (126)
8482 Thomas Road
Riverdale, GA 30274
770-473-2900

River's Edge Elementary (129)
205 North Bridge Road
Fayetteville, GA 30215
770-460-2340

Riverdale Elementary (121)
6253 Garden Walk Blvd
Riverdale, GA 30274
770-994-4015

Smith Elementary (132)
6340 Highway 42 South
Rex, GA 30273
770-960-5750

Suder Elementary (122)
1400 Jodeco Road
Jonesboro, GA 30236
770-473-2820

Swint Elementary (123)
500 Highway 138 S.E.
Jonesboro, GA 30238
770-473-2780

Tara Elementary (124)
937 Mt. Zion Road
Morrow, GA 30260
770-968-2916

Unidos Dual Language (198)
4475 Hendrix Drive
Forest Park, GA 30297
678-827-7947

West Clayton Elementary (125)
5580 Riverdale Road
College Park, GA 30349
770-994-4005

Middle Schools

Adamson Middle (019)
3187 Rex Road
Rex, GA 30273
770-968-2925

Babb Middle (011)
5500 Reynolds Road
Forest Park, GA 30297
770-473-3248

Forest Park Middle (012)
2299 Old Rex Morrow Road
Morrow, GA 30260
770-472-2817

Jonesboro Middle (014)
1308 Arnold Street
Jonesboro, GA 30236
678-610-4331

Kendrick Middle (024)
7971 Kendrick Road
Jonesboro, GA 30238
770-472-8400

Morrow Middle (015)
5968 Maddox Road
Morrow, GA 30260
770-210-4001

Mundy's Mill Middle (016)
1251 Mundy's Mill Road
Jonesboro, GA 30238
770-473-2880

North Clayton Middle (017)
5517 W. Fayetteville Road
College Park, GA 30349
770-994-4025

Pointe South Middle (020)
8495 Thomas Road
Jonesboro, GA 30238
770-473-2890

Rex Mill Middle (029)
6380 Evans Drive
Rex, GA 30273
770-474-0702

Riverdale Middle (018)
400 Roberts Drive
Riverdale, GA 30274
770-994-4045

Roberts Middle (025)
1905 Walt Stephens Road
Jonesboro, GA 30236
678-479-0100

Sequoyah Middle (028)
95 Valley Hill Road
Riverdale, GA 30274
770-515-7524

White Middle Academy (030)
11808 Panhandle Road
Hampton, Ga., 30228
770-472-2850

High Schools/Specialty Schools & Programs

Charles R. Drew High (315)
6237 Garden Walk Blvd
Riverdale, Ga., 30274
770-472-2820

Elite Scholars Academy (099)
7923 Fielder Road
Jonesboro, Ga., 30236
770-472-2823

Forest Park High (001)
5452 Phillips Drive
Forest Park, GA 30297
770-473-2775

Jonesboro High (002)
7728 Mt. Zion Boulevard
Jonesboro, GA 30236
770-473-2855

Lovejoy High (006)
1587 McDonough Road
Hampton, GA 30228
770-473-2920

Morrow High (003)
4930 Steele Road
Ellenwood, GA 30294
770-473-3241

Mt. Zion High (007)
2535 Mt. Zion Parkway
Jonesboro, GA 30236
770-473-2940

Mundy's Mill High (311)
9652 Fayetteville Road
Jonesboro, GA 30238
678-817-3000

North Clayton High (004)
1525 Norman Drive
College Park, GA 30349
770-994-4035

Riverdale High (005)
160 Roberts Drive
Riverdale, GA 30274
770-473-2905

Stilwell School of Arts (316)
2580 Mt Zion Parkway
Jonesboro, Ga., 30236
770-472-2838

Other Schools
Ash Street – South Metro (920)
5277 Ash Street
Forest Park, Ga., 30297
770-472-2860

Perry Career Academy (312)
137 Spring Street
Jonesboro, GA 30236
770-515-7601

Adult Ed (313)
137 Spring Street
Jonesboro, GA 30236
770-515-7610 - Adult Ed.

CCPS Virtual Learning Program K-12
1588 Lovejoy Road
Hampton, Ga 30250
770-473-2933

Utopian Academy for the Arts
Charter School - ELEMENTARY
2750 Forest Parkway
Ellenwood, GA 30294
470-446-1070



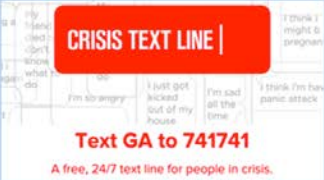

Utopian Academy for the Arts
Charter School - SECONDARY
2299 Old Rex Morrow Road
Morrow, GA 30260
470-568-4464

You can help keep CCPS safe by talking to school staff, parents, guardians, and other trusted adults.

GEORGIA HELPLINES - Anonymous & Toll Free

Call 1-877-SAYSTOP to Weapons, Violence, Gangs, Abuse & Bullying

Crisis Resources

 <p>Georgia Crisis & Access Line 1-800-715-4225 mygal.com</p>	<p>A free 24/7 helpline providing mental health crisis assistance and access to mental health resources throughout the state of Georgia</p>	<p>1-800-715-4225 or mygal.com</p>
	<p>For emergencies in which law enforcement may be called, ask for a Crisis Intervention Team (CIT) officer</p>	<p>Dial 9-1-1</p>
 <p>CRISIS TEXT LINE Text GA to 741741 A free, 24/7 text line for people in crisis.</p>	<p>Reach a trained counselor by text message. Youth and teens are especially welcome.</p>	<p>Text 'GA' to 741-741.</p>
 <p>NATIONAL SUICIDE PREVENTION LIFELINE 1-800-273-TALK (8255) suicidepreventionlifeline.org</p>	<p>Suicide Prevention Lifeline</p>	<p>1-800-273-TALK or 1-800-SUICIDE</p>



Clayton County Board of Education Members

Dr. Jessie Goree, Chair
Benjamin Straker, Vice-Chair
Mary Baker
Jasmine Bowles
Mark Christmas
Joy Tellis Cooper
Dr. Deatrice "Dee" Haney
Sabrina Hill
Victoria Williams

Dr. Anthony W. Smith, Superintendent/CEO 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 of Clayton County Public Schools.**