

2026-2027

CLAYTON COUNTY PUBLIC SCHOOLS

Dr. Douglas Hendrix Sr., Interim Superintendent/CEO of Schools
“Building a Better Tomorrow, Today!”

STUDENT HANDBOOK



“THE CHILDREN EAT FIRST!”



**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 depends 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 Act (FERPA), the current and complete Student Dress Code, the Protection of Pupil Rights Amendment (PPRA) Notice, and Complaints and Grievances Process.

[CCPS Parent and Student Handbook eSignature Form 2026-2027](#)



2026-2027

Dr. Douglas Hendrix Sr.
Interim Superintendent/CEO of Schools



Clayton County Public Schools

Office of the Superintendent

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

DR. DOUGLAS HENDRIX SR.

Interim Superintendent/CEO of Schools

Dear Parents/Guardians and Students,

It is with a profound sense of pride and excitement that I greet you for this, my first year as the academic leader of Clayton County Public Schools. Speaking for the members of the Clayton County Board of Education and the 7,000 district employees, it is my privilege to welcome you to School Year 2026-2027!

This school year, an administrative focus is being placed on building coherence throughout our school staff and within the community we serve. Coherence is defined as the “integration of diverse elements, relationships, or values.” It is described as the “shared depth of understanding about the purpose and nature of the work.” Simply put, it is a concentrated effort by everyone, working in unity, to achieve a common goal.

During the 2026-2027 school year, district and school-based administrators will be working on building trust in this process. It is important to remember that coherence without confidence creates structure without force. But when both exist together, organizations move with clarity, purpose, and precision. Coherence brings order to complexity, ensuring that what we say, what we plan, and what we do are not separate conversations, but one continuous line of thought. We invite you to keep watching as we work to make what we already have work better together.

As we begin the 2026-2027 school year, all students and parents are encouraged to review Board policies and all information located in this Student Handbook. Special attention should be focused on a revised Student Code of Conduct, designed to provide equitable responses to behavioral issues. Remember, being informed is one of the best ways to be prepared for any situation on campus and in life.

I ask that we work together to ensure a safe school environment. As we work to create a sense of “community” on our campuses, I ask that you work with teachers, counselors, assistant principals, principals, and other staff members, including maintenance, bus drivers, and school nutrition workers, to create a safe and positive instructional environment for everyone. If we do this, there will be no issue or concern that we cannot work to address and resolve. Working together, we can accomplish great things for our students, their families, and Clayton County.

As stated earlier, I welcome your participation and support this 2026-2027 school year. Working together, working as a coherent team, we will continue to build and enhance a foundation for academic success that will extend beyond the classroom and into our communities. As always, working together, we will Build a Better Tomorrow, Today!

Sincerely,

Dr. Douglas Hendrix Sr., EdD

Interim Superintend/CEO of Schools



FAMILY & COMMUNITY CONNECTIONS



ACADEMIC EXCELLENCE



INTEGRITY & RESPECT



STUDENT SUCCESS



SAFETY & WELL-BEING

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FOREWORD

This 2026-2027 Parent and Student Handbook is 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. This handbook can't 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 provides 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 the school and the 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 concerns early and at the lowest possible level of intervention. When offenses are repetitive 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
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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





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





- Access to community resources
- Connections to local service providers
- Housing assistance
- Transportation options.

- | | |
|------------------|--------------------|
| Ledger entries | Cable/satellite |
| Backups | Streaming services |
| Water/sewer | Internet service |
| Garbage | Electricity |
| Cell phone plans | |

Trust Life, Money, and Choices



FAMILY AND COMMUNITY CONNECTIONS

- STUDENT CALENDAR
- SCHOOL ADDRESSES
- BOOKBAG MANDATE
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CLAYTON COUNTY PUBLIC SCHOOLS



2026-2027 School Calendar

Legend

- Holiday/System Closed
- Holiday
- New Teacher Orientation
- Pre-/Post-Planning
- First Day/Last Day
- Professional Learning Day
- ELBC Days

Holidays

- Sept. 7: Labor Day
- Sept 8: ELBC Day
- Oct. 12-16: Fall Break
- Nov 3: ELBC Day (Election Day)
- Nov. 23-27: Thanksgiving Break
- Dec. 21-Jan. 1: Semester Break
- Jan. 4: Professional Learning Day
- Jan. 18: MLK Day
- Feb. 15-19: Winter Break
- Mar 15: ELBC Day
- Apr. 5-9: Spring Break
- May 31: Memorial Day
- June 18: Juneteenth

JULY 2026

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

AUGUST 2026

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2026

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OCTOBER 2026

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NOVEMBER 2026

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29	30					

DECEMBER 2026

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JANUARY 2027

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FEBRUARY 2027

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28						

MARCH 2027

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APRIL 2027

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MAY 2027

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JUNE 2027

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26	27	28	29	30		



Please note: Due to unforeseen circumstances, including but not limited to weather issues, the Board of Education may deem it necessary to adjust this calendar.

2026-2027 Extended Learning Beyond the Classroom Days (ELBC)

• August 24, 2026 • September 8, 2026 • November 3, 2026 (Mid-term Election Day) • March 15, 2027
(ELBC days are virtual instructional days for students and a planning/professional development day for teachers.)



SCHOOL LISTINGS

UPDATED: 07/2026

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)
2299 Old Rex Morrow Road
Morrow, GA 30260
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 Early Learning Center (386)
6630 Camp Street
Riverdale, GA 30274
770-994-4004

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)
930 Finley Drive
Forest Park, GA 30297
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 School (015)
5934 Trammell 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 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

CHARTER SCHOOLS:

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

Utopian Academy for the
Arts Charter School - MS
2299 Old Rex Morrow Road
Morrow, GA 30260
470-446-1070

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

Tapestry (Charter School)
142 College Street
Jonesboro, GA 30236
470-595-0085



**CLAYTON COUNTY
PUBLIC SCHOOLS**

"Building A Better Tomorrow, Today!"

CLEAR BOOKBAG MANDATE F.A.Q.

2026-2027 SCHOOL YEAR



CCPS MANDATES CLEAR BOOKBAGS FOR 2026-2027 SCHOOL YEAR FOR ALL GRADE LEVELS

Clayton County Public Schools (CCPS) is excited to welcome back students for the first day of school on Monday, August 3, 2026. In preparation for the return to school, please be reminded that the district will only allow students to carry clear bookbags for the 2026-2027 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 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 duffel bags to and from school? Are they not permitted to have duffel bags on campus?**
 - Student-athletes with equipment/duffel-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 secure 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 a local school decision based on school-by-school leadership and safety measures.



CLAYTON COUNTY PUBLIC SCHOOLS 2026–2027 PARENT AND FAMILY ENGAGEMENT PLAN

Stronger Families. Stronger Schools. Stronger Futures.



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).



JOINTLY DEVELOPED WITH PARENT VOICE

In February, March, and April 2026, all parents—including parents of homeless, migrant, neglected, and delinquent children, parents of children served by Title I, and parents of children attending private schools—were invited to provide suggestions and ideas to improve this plan for the 2026–2027 school year.

Parents reviewed and discussed the Comprehensive LEA Improvement Plan (CLIP) and the District Plan of Support for the 2025–2026 school year.

Feedback is collected through meetings, surveys, emails, U.S. mail, and advisory councils. All feedback is reviewed and considered during the annual review and revision of this plan.



2026–2027 PARENT ENGAGEMENT TIMELINE

FALL 2026



Annual Title I
Parent Meetings
at all Title I
schools

QUARTERLY
(2026–2027)



Districtwide
Stakeholder
Meetings to review
and improve the
plan

MARCH 2027



Districtwide
Surveys to gather
parent and
stakeholder
feedback

SPRING 2027



Roundtable
Discussions
to review progress
and plan ahead



TITLE I PARENT AND FAMILY ENGAGEMENT FUNDING

CCPS is committed to supporting meaningful parent and family engagement. Title I funds are used to implement effective strategies and activities that strengthen family-school partnerships and improve student achievement.

1%
RESERVED

1% of the total Title I allocation is reserved at the district level for systemwide parent and family engagement initiatives.



90%
DISTRIBUTED
TO SCHOOLS

At least 90% of the 1% set-aside is distributed to all Title I schools to implement school-level parent and family engagement activities based on school-identified needs.

ALLOWABLE USES INCLUDE:

- Parent meetings and workshops
- Parent resource centers
- Training for parents and staff
- Communication and outreach
- Family engagement materials



PARENT CONSULTATION & OPPORTUNITIES

Parents are essential partners in the education of their children.

- ✓ Opportunities are provided for parents to serve on advisory committees, including the Title I Parent Advisory Council.
- ✓ Parents may provide feedback at any time through surveys, meetings, written comments, or by contacting their child's school or the Office of Federal Programs.
- ✓ Concerns, questions, or complaints may be submitted in writing and are addressed through the CCPS Complaint Procedures.



BUILDING PARENT CAPACITY

We provide resources and training to help parents support their child's success.

- ✓ Parent workshops and trainings
- ✓ Parent Resource Centers in all Title I schools
- ✓ Title I Parent Academy
- ✓ Access to academic data and school improvement information
- ✓ Materials and resources to help at home



BUILDING STAFF CAPACITY

We equip school and district staff with the skills to engage and support families.

- ✓ Professional learning on family engagement strategies and best practices
- ✓ Training on effective communication and cultural responsiveness
- ✓ Collaborative planning with parents
- ✓ Ongoing coaching and technical assistance from the Office of Federal Programs



EVALUATION & CONTINUOUS IMPROVEMENT

The Office of Federal Programs will review parent feedback, school implementation, and student achievement data to evaluate the effectiveness of this plan.

The plan will be updated annually to ensure it meets the needs of families and supports district goals.



ACCESSIBILITY FOR ALL FAMILIES

Information and materials are provided in multiple languages and formats to ensure accessibility for all families, including those with disabilities and families of homeless, migrant, and other underserved students. Translation services and accommodations are available upon request.



TOGETHER,
WE EMPOWER
STUDENTS TO

Thrive!

PARENT RIGHT TO KNOW



Parents have the right to request and receive timely information about the professional qualifications of their child's teachers and paraprofessionals, including:

- ✓ State qualifications and licensing
- ✓ College major
- ✓ Graduate degrees and certifications
- ✓ Whether the teacher is teaching in-field of certification

HOW TO STAY CONNECTED

- District & School Websites
www.clayton.k12.ga.us
- Channel 24 (CCPS TV)
- Emails, Flyers & U.S. Mail
- Parent Resource Centers & Clayton County Public Libraries
- Your Child's School

Your voice.
Your partnership.
Our shared mission
for student
success!





FERPA Quick Guide for Parents and Students

Protecting students' privacy is a fundamental requirement under the Family Educational Rights and Privacy Act (FERPA).

What is FERPA?

A federal privacy law that affords parents the right to

- have access to their children's education records,
- seek to have the records amended,
- consent to the disclosure of personally identifiable information from education records, except as provided by law (examples include health or safety emergency, transferring students' records to other schools)



Educational Records

"Education records" are records that

- directly related to a student; a
- maintained by an educational agency or institution, or by a party acting for the agency or institution.



What is Personally Identifiable Information (PII)?

Personally Identifiable Information (PII)

PII is defined under FERPA as including but not limited to:

- The name of student, student's parent or other family members;
- The address of the student or student's family;
- A personal identifier, such as the student's SSN, student number, or biometric record;
- Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name;
- Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or
- Information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.



All questions or concerns should be addressed to the following department:

Dr. Alicia Dunn, Director
Counseling, Enrollment & Postsecondary Readiness
(770) 473-2700



CLAYTON COUNTY PUBLIC SCHOOLS

"Building A Better Tomorrow, Today!"

STRONG SCHOOLS. STRONGER TOGETHER.



The CCPS Family Framework

Clayton County Public Schools believes that family engagement is essential to student success. Our Family Framework guides how we partner with families and our community to support every learner, every day.



SCAN OR CLICK TO VIEW OUR
CCPS FAMILY FRAMEWORK



Improves student achievement and well-being.

PARENT & FAMILY INPUT



Builds strong relationships and trust



Creates a sense of belonging in our schools



Prepares students for bright futures.



When families and schools work together, amazing things happen



SCAN TO SHARE
YOUR FEEDBACK



OUR FAMILY FRAMEWORK: FOUR PILLARS THAT GUIDE US



ENGAGE

We build meaningful relationships with families through open, two-way communication and active collaboration.



EDUCATE

We provide families with the resources, information and tools to support learning at home and beyond the classroom.



EXCITE

We inspire a love of learning and celebrate that motivate students and strengthen school communities.



EMPOWER OUR FAMILIES

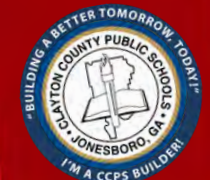
We advocate for every child and equip families to be confident partners in their child's education and future.

GET INVOLVED!

CCPS Passport to Success Program



PASSPORT
TO SUCCESS



GET INVOLVED.

Volunteer, attend events and share your voice.



STAY CONNECTED.

Keep your contact information up to date and follow CCPS on social media and through newsletters.



MAKE A DIFFERENCE.

Your partnership helps every student learn, grow and thrive.

LEARN MORE:



www.clayton.k12.ga.us



@ClaytonCountySchools

Together, we can create a community where every student thrives.





MEDIA AND TECHNOLOGY



ACCEPTABLE USE OF CLAYTON COUNTY PUBLIC SCHOOLS' DIGITAL RESOURCES

RESPONSIBLE. RESPECTFUL. SECURE. CONNECTED.

Students who use Clayton County Public Schools digital resources are expected to demonstrate the same positive behavior online that is expected in classrooms, schools, and district facilities. Use of CCPS networks, devices, Internet access, and digital tools is a privilege that supports learning, communication, and student success.

DIGITAL RESOURCES OVERVIEW

These guidelines promote the positive, responsible, ethical, and educational use of district technology resources.



Digital resources include:

- ✓ Computers & Laptops
- ✓ Tablets & E-Readers
- ✓ Interactive Panels
- ✓ Educational Software
- ✓ Online Learning Applications
- ✓ Student Response Systems
- ✓ Cameras & Media Tools
- ✓ District Internet Access
- ✓ CCPS Wi-Fi Networks



Use Technology Responsibly

Follow school and district expectations when using digital resources.

STUDENT RESPONSIBILITIES



Ask for Help

Contact a teacher, administrator, or staff member if questions or concerns arise.



Report Concerns

Immediately report inappropriate use, security concerns, or misuse of technology.



IMPORTANT NOTICE

Students who violate these guidelines may be subject to disciplinary action, including temporary or permanent loss of digital resource privileges, in addition to consequences outlined in the Student Code of Conduct.



For the full policy language, see the **Student Code of Conduct.**

1



MEDIA RELEASE & STUDENT INTERVIEWS

Permission for student photos, videos, interviews, and media publications.

[VIEW FORM](#)



2



ACCEPTABLE USE & DIGITAL RESOURCES

Understand the rules and expectations for using CCPS technology and networks.

[LEARN MORE](#)



3



DIGITAL CITIZENSHIP

Tips for staying safe, respectful, and responsible online.

[GUIDELINES](#)



4



ARTIFICIAL INTELLIGENCE (AI)

Review the CCPS Parent AI Literacy resources.

[READ MORE](#)



5



INFINITE CAMPUS PARENT PORTAL

Stay connected to grades, attendance, assignments, and important updates.

[ACCESS PORTAL](#)



TECHNOLOGY SUPPORT

For help with devices or accounts, [contact your school.](#)



SCHOOL CONTACT

Contact your child's school for questions about policies, forms, or procedures.



CCPS WEBSITE

Find news, resources, and more at www.clayton.k12.ga.us



GENERAL INFORMATION

— INFORMATION. POLICIES. PRIVILEGES. PARTNERSHIP. —



ASBESTOS NOTIFICATION

Under the Federal Asbestos Hazard Emergency Response Act (AHERA), new school buildings built after October 12, 1988, are exempt from the required inspection for asbestos-containing building material (ACBM) when a qualified professional certifies that no ACBM was specified in construction documents or, to the best of their knowledge, was not used in the building.



A signed statement is submitted to the state and is included in the school's management plan, which is kept 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 tardiness.



Students are given a written detention hall notice that provides 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.

Hello

¡Hola!

您好



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.



ESOL 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 who has an outstanding debt obligation with the school.



Parking decals must be displayed.



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 their 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 be 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 for transportation.



High school administrators reserve the right to search any student's vehicle parked in the parking lot based on reasonable suspicion.



The school system does not carry insurance for 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 at the discretion of school administration. 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.



NOTICE

The information in this document is provided to inform students, parents, and staff about key policies and privileges. Please refer to the Student Code of Conduct and district policies for complete details.



CLAYTON
COUNTY PUBLIC SCHOOLS
Building a Better Tomorrow, Today!



EVERY STUDENT. EVERY CHANCE. EVERY DAY.



CLAYTON COUNTY PUBLIC SCHOOLS

EXCITING OPPORTUNITIES *for Every Student!*

THE FOLLOWING ARE AVAILABLE FOR CLAYTON COUNTY PUBLIC SCHOOLS

ELEMENTARY STUDENTS!

★★★★ ELEMENTARY SPORTS OFFERINGS ★★★★★

FLAG FOOTBALL



TEAMWORK. SPEED. FUN!

CHEER



SPIRIT. ENERGY. PRIDE!

CROSS COUNTRY



ENDURANCE. FOCUS. GROWTH!

BASKETBALL



SKILLS. CONFIDENCE. TEAMWORK!

SOCCER



PASSION. PLAY. VICTORY!

THE FOLLOWING ARE AVAILABLE FOR CLAYTON COUNTY PUBLIC SCHOOLS

MIDDLE & HIGH SCHOOL STUDENTS!



Opportunities for exploring, developing, and widening students' range of interests and helping students develop leadership and poise are offered through extracurricular activities.



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. Visit www.ghsa.net for details.



Questions concerning GHSA eligibility should be directed to School administrators.



A student must be counted present for the school day to participate in extracurricular activities.



Suspended and expelled students, assigned to ISS or OSS, are **not allowed to participate** in any school-sponsored activities.



Get Involved. Stay Active. Have Fun!
BUILDING CHAMPIONS IN AND OUT OF THE CLASSROOM!



ACADEMIC EXCELLENCE

- **PORTRAIT OF A GRADUATE**
- **“4-E-EFFECT, NO DEAD ENDS”**
- **ADMISSIONS AND WITHDRAWALS**
- **ACADEMIC INTEGRITY**
- **GIFTED STUDENTS**
- **GRADE REPORTING**
- **GRADUATION REQUIREMENTS**
- **EXAM EXEMPTIONS**
- **GEORGIA MILESTONE**
- **DUAL ENROLLMENT**
- **GEORGIA DEPARTMENT OF EDUCATION SENIOR SEAL PROGRAMS**
- **ALTERNATE DIPLOMA**
- **HOPE SCHOLARSHIPS**
- **COUNSELORS**
- **NAVIANCE**
- **CHILDTEC**

Portrait of a Graduate

Clayton County Public Schools' graduates will be able to...

- read proficiently and critically in order to use knowledge to solve problems;
- effectively communicate when writing and speaking;
- demonstrate noble character as an engaged, well-rounded citizen;
- exude self-awareness, self-management, and self-confidence;
- leverage technology efficiently and creatively;
- lead, collaborate, and contribute to a team and community;
- manifest passions into realities; and
- exhibit cultural awareness and responsiveness and international competitiveness in order to adapt and keep pace with an ever-evolving world.



Building a Better Tomorrow, Today!



Connect with Us
@CCPSNews



1058 Fifth Avenue
Jonesboro, GA 30236

 www.clayton.k12.ga.us

 770-473-2700



No Dead Ends: “The 4-E Effect”

A vision for every student to graduate with a clear plan for their future

1

Enrollment

Pursue a
2 or 4 year
college degree.

2

Enlistment

Serve in the
military.

3

Employment

Enter the workforce
with viable skills and
connections.

4

Entrepreneurship

Build a business with
the tools necessary for
success.

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:

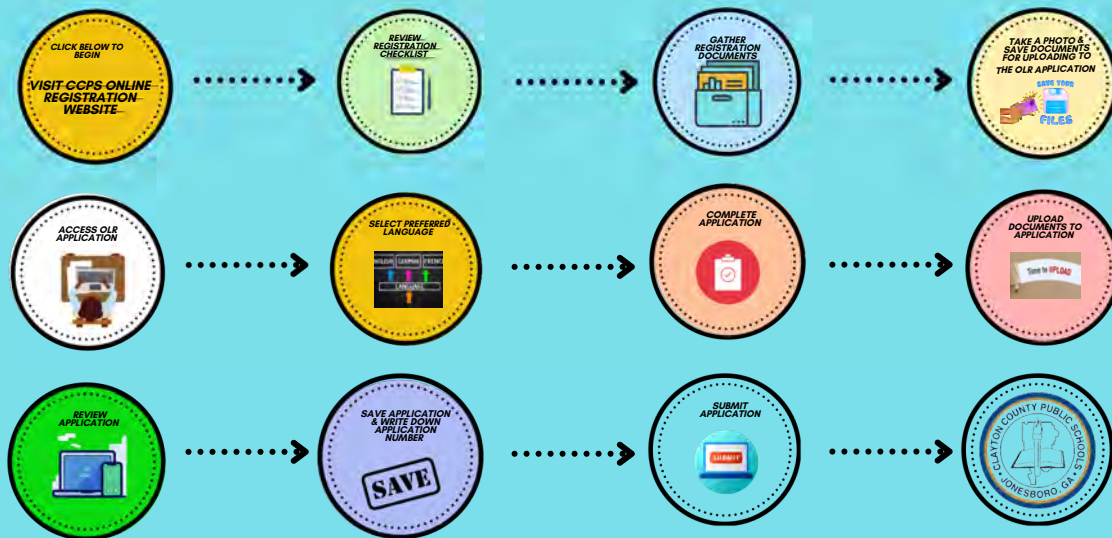
- **Internet Access**
 - A valid email address
 - A computer with a processor speed of 500Mhz or better (MAC or PC)
 - Adobe Reader™ - this is a free document reader available for download on the web at <https://get.adobe.com>

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. 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, or 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.





ACADEMICS



Academic Integrity

Academic integrity is expected at all times. Work submitted must be completed solely by that student with the exception of group assignments. A student found cheating will not receive credit and may face disciplinary action. The following actions are violations:

- Using, knowingly giving, or receiving unauthorized materials during testing
- Turning in work that is not the student's own
- Using electronic devices to provide answers during testing



Cheating and Plagiarism

Cheating and plagiarism are very serious academic offenses. Any student who cheats or plagiarizes on an assignment or test will be referred to the principal, assistant principal, or principal designee, along with the supporting evidence. Unauthorized use of Artificial Intelligence (AI) tools to complete, generate, or substantially modify student work without teacher authorization or required attribution may constitute academic dishonesty. Teachers may permit AI-assisted learning activities when aligned with instructional objectives and communicated expectations.



Instructional Materials

Schools will inform students and parents/guardians about responsibilities for instructional materials, including textbooks, during the first week of school or at the time a student enrolls. All issued textbooks must be returned at the time the student withdraws from the school, at the end of all classes, or at the end of the school year. Consumable books are exempt and become the student's property.

Fines are charged for lost and 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. Students who have not paid fines may use textbooks in the classroom or online.

For more information about Instructional Materials, [click here](#).



Parental Review of Instructional 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 during the first two weeks of each grading period. For more information about Parental Review of Instructional Materials, [click here](#).



Gifted Student Programs



Clayton County Public Schools follows [Georgia Department of Education Rule 160-4-2-.38](#) when determining gifted eligibility. Students in kindergarten through grade 12 may be considered through the district's annual Talent Search, which includes automatic referrals, structured classroom observations, and individual referrals. Eligibility is based on four areas: mental ability, achievement, creativity, and motivation. A referral does not guarantee eligibility, and additional evaluation may be requested when needed. The process may occur virtually or in person. Parents and guardians should contact the school's gifted lead teacher or visit the district gifted webpage by [clicking here](#).



MENTAL ABILITY



ACHIEVEMENT



CREATIVITY



MOTIVATION



ACADEMICS



Grading Systems

Principals shall communicate and monitor the implementation of the district's grade reporting procedures. Teachers may communicate grading expectations in the course syllabus and are required to accurately maintain student performance, grades, and attendance, with grades entered weekly in the district's grade book program. Students' grades should reflect their level of mastery of content standards. Teachers should avoid assigning grades to activities that are non-academic-related (e.g., behavior, attendance, time spent on supplementary programs). Teachers should contact parents once a student's grade falls below 75. Upon parent request, 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.



Elementary School Grade Weights

Core Content & Electives		Fine Arts/CTAE	
Classwork	50%	Participation/Classwork	50%
Tests/Quizzes	30%	Projects/Performance	40%
Projects	15%	Assessments	10%
Homework	5%		



Middle School Grade Weights

Core Content & Electives		Fine Arts/CTAE	
Classwork	45%	Participation/ Classwork	45%
Tests/Quizzes	30%	Projects/Performance	30%
Projects	15%	Tests	10%
Homework	10%	Quizzes	5%
		Homework	10%



High School Grade Weights

Core Content & Electives		Fine Arts/CTAE	
Classwork	35%	Participation/Classwork	45%
Tests/Quizzes	30%	Projects/Performance	30%
Projects	10%	Tests	10%
Homework	15%	Quizzes	10%
Final Exam/EOC	10%	Homework	5%

For more information about Grading, [click here](#).



Grade Reporting

At the elementary and middle school levels, progress reports are issued every four and a half weeks within each nine-week grading period, and report cards are issued every nine weeks. At the high school level, report cards are issued every eighteen weeks. Report card grades include both letter and numeric grades for all students. Teachers are required to notify parents and guardians via a phone conference or face-to-face meeting prior to assigning final report card grades that are less than 70. Parents may monitor their child's grades on the Infinite Campus Parent Portal by [clicking here](#).



Make-Up Work Policy

Absent students may make up missed assignments. It is the student's and the parent's responsibility to make arrangements, complete, and submit all work within three school days of the return to school. Make-up tests and quizzes should be done before or after school, except when arranged by the teacher. Grading of make-up work should be shared with the student within a reasonable period of time, i.e., 3-5 days. Teachers may assign different work or a different test from that originally assigned to other students. Long-term assignments with preset dates are due on the assigned dates regardless of a student's absence.



ACADEMICS



Georgia Milestones Assessment System

The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive assessment system spanning grades 3 through high school that measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English language arts, mathematics, science, and social studies.

Georgia Milestones is administered online and includes the item types described below:

- multiple-choice items in all content grades and courses;
- technology-enhanced items in all grades and courses;
- a writing task in grades 3, 5, 8, and Lit & Comp II or a peer revision task in grades 4, 6, and 7 English Language Arts.

The HS 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 grades.
- The HS Physical Science EOG shall not be administered to any other middle school students or to high school students enrolled in Physical Science.

For more information about Georgia Milestones, [click here](#).

Georgia Milestones	ELA	Mathematics	Science	Social Studies
End-of-Grade (EOG)	Grades 3-8 Retest 3, 5, 8	Grades 3-8 Retest 5,8	Grades 5 & 8 Physical Science Grade 8 Only in Lieu of Grade 8 Science EOG	Grade 8
End-of-Course (EOC)	Literature & Composition II	Algebra: Concepts and Connections	Biology	U.S. History



Required Use of Georgia Milestones as End-of-Course (EOC) Assessments

The Georgia Milestones EOC shall be used as the final exam in the courses assessed by the 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. 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 that 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 the completion of an EOC course.

For more information about required use of Georgia Milestones as EOC Assessments, [click here](#).



ACADEMICS



Exam Exemptions for High School Students

CCPS permits the following exam exemptions in the first semester (Term 2-winter) and second semester (Term 4-spring) for high school students, following the guidelines below:

- Students passing a course that does not require an End of Course (EOC) test [SS1] shall have the option of exempting the final examination.
- Students with no office referral [SS2] in the class and who have a passing average in a course that does not require an EOC test shall have the option of being exempt from 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) shall have the option of exemption from the final Examination.
- 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. (Perfect attendance in a class is defined as the following: No Absences, no late check-ins, and no early check-outs. There are no exceptions granted for any reason, no matter how critically important the reason for absenteeism.)

Consideration for exam exemption shall be on a class-by-class basis. Seniors who have not met their obligations are not allowed to be exempt from 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.

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.

Number of Exemptions Allowed by Grade Level

YEAR-LONG COURSES

9th grade - 2 exam exemptions

10th grade 3 exam exemptions

11th grade 4 exam exemptions

12th grade all exams may be exempted

SEMESTER-LONG COURSES

9th grade 1 exam exemption

10th grade 1 exam exemptions

11th grade - 2 exam exemptions

12th grade all exams may be exempted



Senior Exit Portfolio

The 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 portfolio which includes: Biography, Personal Goals, College or Career Package, Education Philosophy, and Independent Study. Teachers will ensure students meet due dates and complete requirements. At the end of the school year, students will deliver a formal portfolio presentation.



Graduation Requirements

Students in all Clayton County Public High Schools follow the guidelines established by the Georgia State Board of Education Rule 160-4-2-.48 and 160-4-2-.49. Students who have met graduation requirements, as established by the Georgia Department of Education, shall receive a high school diploma. For more information about graduation requirements for students enrolling in the 9th grade for the first time before the 2023-2024 school year or later, [click here](#).



SCIENCE & STEM LAB SAFETY

SAFE PRACTICES. STRONG MINDS. BRIGHT FUTURES.

Safety is everyone's responsibility. By working together, we create a safe, respectful, and engaging environment for all learners.



FOR STUDENTS

Follow the rules.
Protect yourself and others.



FOR PARENTS

Support safe habits
at school and at home.



FOR OUR COMMUNITY

Promoting safe science
today for a better tomorrow.



GENERAL RULES

- ✓ Conduct yourself in a responsible manner.
- ✓ Follow all instructions carefully.
- ✓ Read all instructions before beginning the activity.
- ✓ Do not eat or drink in the lab.
- ✓ Do not conduct unauthorized experiment, investigation, or project.
- ✓ Do not horseplay or perform pranks.



HOUSEKEEPING RULES

- ✓ Keep work areas neat and tidy.
- ✓ Keep aisles clear and free from obstructions.
- ✓ Wash and sanitize hands before and after completing the activity.
- ✓ Return all instructional materials to the teacher.
- ✓ Do not go into storage closets unless instructed to do so.
- ✓ Do not touch, taste, or smell materials unless instructed to do so.
- ✓ Do not remove equipment and materials from the classroom.
- ✓ Report damaged equipment to the teacher immediately.
- ✓ Exercise extreme caution when using hot materials and electrical equipment.



CLOTHING & PERSONAL PROTECTIVE EQUIPMENT (PPE)

- ✓ Wear eye protection when using chemicals, heat, glassware, loose materials, or specimen.
- ✓ Dress properly for science activities.
- ✓ Secure long hair, dangling jewelry, and loose or baggy clothing.
- ✓ Wear protective gloves and/or apron when applicable.
- ✓ Shoes must completely cover the foot.



SAFETY TIPS / BEST PRACTICES

- ✓ Stay alert and aware of your surroundings.
- ✓ Ask questions if you are unsure.
- ✓ Never work alone in the lab.
- ✓ Use equipment for its intended purpose only.
- ✓ Clean up spills and messes with care and report them to your teacher.
- ✓ Science is exciting-safety makes it possible!



ACCIDENTS & INJURIES

- ✓ Report any accidents and injuries to the teacher immediately.
- ✓ Notify the teacher of medical conditions or illnesses before starting the activity.
- ✓ If chemicals contact skin, flush the affected skin for at least 15 minutes using the emergency shower.
- ✓ If chemicals get in your eyes, flush with eyewash for at least 15 minutes.
- ✓ If you feel sick or uncomfortable, stop the activity and notify your teacher.



OUR COMMITMENT

BE SAFE.

BE RESPECTFUL.

BE RESPONSIBLE.



PARTNERS IN SAFETY. PARTNERS IN SUCCESS.
Parents and guardians: Please review these safety guidelines with your student and encourage safe habits at home and at school. Thank you for supporting safe and meaningful science learning!



LEARN MORE
about our science programs and resources.
www.clayton.k12.ga.us

CLASS OF 2027

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 Languages 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	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
ENGLISH/LA	4	9th Grade Lit/Comp	10th 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/WORLD 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				

ELITE SCHOLARS ACADEMY - COURSE SEQUENCE

SUBJECT	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
ENGLISH/LA	23.07400 Cambridge English General Paper	23.07400 Cambridge English Language	23.05300 AP English Language/ Composition or DE	23.06500 AP English Literature/Composition or DE
MATH	27.08210 Geometry: Concepts & Connections	27.08310 Advanced Algebra: Concepts & Connections	27.07410 AP Precalculus	27.07400 - AP Statistics or 5 th year mathematics course
SCIENCE	26.01200 Biology 1 Honors	40.05100 Chemistry 1 Honors or 40.05300 AP Chemistry	26.06200 - AP Environmental Science or 26.06320 Cambridge Environmental Management	40.08100 Physics or 5 th year science course
SOCIAL STUDIES	45.07700 AP Human Geography	45.08110 AP World History	45.08200 AP US History	45.05200 - AP Govt/Politics & 45.06200 - AP Macroeconomics
ELECTIVES	- Foreign Languages (1 year of Latin is required; 3 years of the same Foreign Language is required): Spanish, Chinese, French and Latin - Fine/Performing Arts: Chorus, Orchestra, Band, Visual Arts - P.E. & Health: Personal Fitness, Team Sports, General Health, Weight Training, Physical Conditioning - Other Electives: Journalism/Yearbook, Forensic Science, Human Anatomy & Physiology, Cambridge Thinking Skills, Cambridge Psychology, Cambridge Classical Studies, Humanities/Academic Decathlon, AP African American Studies. 27 credits are required for graduation. *Dual Enrollment (DE): Schedules of students who are pursuing DE will differ from the traditional schedule seen above. Students must still complete all graduation requirements for Elite Scholars Academy and the state of Georgia.			

ChildTec

ChildTec 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 parents' 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.

WHAT IS YOUR PLAN?

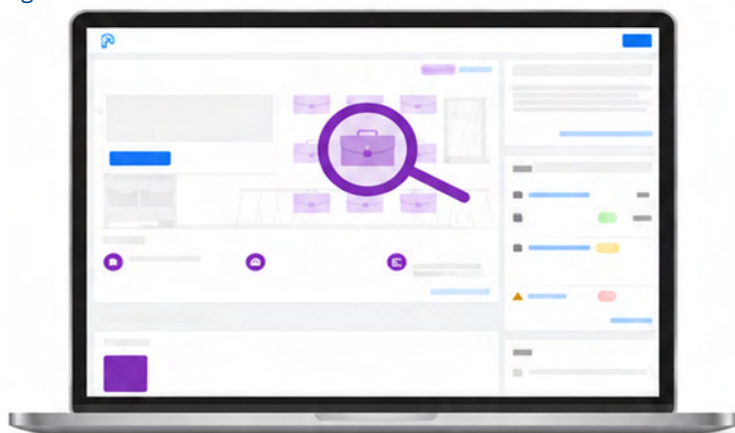


Introduction to Naviance

2026-2027 | Clayton County Public Schools

What is Naviance?

Naviance is the leading college, career, and life readiness (CCLR) platform that enables students to discover their strengths and interests, build critical social-emotional learning skills, create actionable goals, develop career and military plans, access regional and state-specific data, and find their best-fit path and career after high school.



Naviance Student Homepage

Student Access:

Students can easily access Naviance Student via Clever. The instructions are as easy as 1 & 2.

- Go to clever.com/in/claytonccps through Rapid Identity account.
- Click on Log in with Clever

Parent Access:

Parents can access Naviance to assist their student with college and career exploration. If you're interested in accessing Naviance, please contact your student's School Counselor.

Key Uses in Elementary School:

Career Awareness: Students can learn about careers through interactive, gamified, and age-appropriate experiences.

Increase Student Engagement & Promote Equity: Providing younger students with the ability to learn about options for their future helps to sustain engagement. It also addresses gaps in equity and access with the introduction to career paths unknown to parents and/or the community.

Key Uses in Middle School:

Career Exploration: Students can explore careers through career research tools and engaging videos.

Self-Discovery Assessments: Help students uncover strengths and interests and make informed decisions about their futures with tools with a series of assessments.

CCLR Curriculum: Interactive, self-paced lessons to help students understand who they are, gain skills to overcome obstacles, and learn how to set goals effectively.

Key Uses in High School:

Career Planning & Development: Resume Builder: Students can use the resume builder to add entries by section, and then export the resume as a Word or PDF document.

College Research: Students can explore options and identify best-match opportunities based on their own personalized search criteria.

Scholarships: Use the Scholarships and Money section in Naviance Student to search for scholarships and maintain a list of scholarships for which you are applying.

College Applications: Staff can connect students with college and military reps and seamlessly manage the entire college application process.



**CLAYTON COUNTY
PUBLIC SCHOOLS**

"Building A Better Tomorrow, Today!"



INTEGRITY AND RESPECT

- **PROGRESSIVE DISCIPLINE PROCESS**
- **UNIVERSAL DISCIPLINE MATRIX**
- **STUDENT CODE OF CONDUCT**
- **SAFETY AND SECURITY**
- **AI STATEMENT**

STUDENT DISCIPLINE

In Clayton County Public Schools, discipline is the practice of teaching and training students 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. Clayton County Public Schools is committed to ensuring that schools are safe, secure, and orderly learning environments where teaching and learning are a priority. The entire school community must work together and model mutual respect. The school community includes the learners, family and personnel providing student services and supports, including 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.

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 for such participation; otherwise, the student's presence on campus may be considered trespassing. Principals have the final authority to make disciplinary judgments regarding assignment of In-School Suspension (ISS), and short-term Out of School Suspension (10 days or less), and recommendations of long-term Out-of-School Suspension (OSS), and Expulsion. 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 that exceed ten (10) days require a request for the Tribunal.

Progressive Discipline (O.C.G.A. § 20-2-735): The overarching philosophy of Clayton County Public Schools is that discipline helps to shape behavior that will result in the student's ability to excel academically. The academic process rests heavily on how well parents, guardians, school administrators, and teachers work together to provide a safety net and boundaries that produce academic success.

Clayton County Public Schools expects parents, guardians, teachers, and school personnel to 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 the 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 that 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 takes into consideration issues that may impact student behavior and responds 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 the Universal Discipline Matrix, 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).

- 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.
- 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 the 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 implementation by trained staff of interventions and restraints 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 repetitive 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).

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 with 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:



Scan the QR Code 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.

Student Safety – Bullying and Cyberbullying: 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 a 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 or utilize the secure Safe School Initiative/Tip line. The administrator must notify the parent/guardian immediately of the alleged bullying (send Bullying Parent Notification Letter) and complete an investigation of the alleged incident within five (5) school days from the date the alleged incident was reported to determine if the allegation of bullying or harassment was founded or unfounded (CCPS JCDAG). 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 was 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 Disabilities Education Act (IDEA) or Section 504, a school's investigation will address the student's receipt of free and appropriate public education (FAPE).

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 (1) school day of the most recent occurrence of such behavior; shall describe the student's behavior, and shall not exceed one (1) page in length. The principal or designee shall send a copy of the report to parents (or guardians) within one (1) 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 the 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 (AVA) 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 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 has served the time 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:

- 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. Must complete at least seventy percent (70%) of the work with a seventy percent (70%) or higher.
- Must have a ninety percent (90%) attendance.
- 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.
- 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:

- Pass all classes with a minimum grade of seventy percent (70%), including a Behavior Support/Social Skills Class, at the end of a 9-week grading period at a minimum. The nine (9)-week grades must be earned while the student is assigned to the Alternative School or Alternative Virtual Academy (AVA).
- Have perfect attendance (no tardies or absences)
- Have received zero discipline referrals during the period assigned to the Alternative School or AVA
- Upon meeting the three criteria listed above, the student and parent or guardian (if the 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 (9) 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 a 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 being under the influence of illegal drugs
- Physical violence against School Personnel that 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
- Arson
- Homicide
- Kidnapping
- Armed Robbery
- Sexual Battery

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 from 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 reasonable grounds to suspect that the search will provide evidence that the student violated a District policy or rule.. Lockers, desks, district-issued laptops/chromebooks, 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 means a student who exhibits a pattern of behavioral characteristics which interfere with the learning process of students around him or her and which are likely to recur.

- 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 by either certified mail or statutory overnight delivery with return receipt requested or first-class mail of the disciplinary problems and invite such parent or guardian to observe the student in a classroom situation.
- At least one (1) 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 is expected to be present at the conference.
- The principal may also invite other appropriate staff members if he/she feels that it would be 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 devise a disciplinary and behavioral correction plan for the student and to provide copies of that plan to both the parent 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 by either certified mail or statutory overnight delivery with return receipt requested or first-class mail at least one (1) parent or guardian to schedule and attend a conference with the principal or his or her 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. At the discretion of the principal, a teacher, counselor, or other person may attend the conference. The principal shall ensure that a notation of the conference is placed in the student's permanent file (O.C.G.A. § 20-2-766).
- The District may, by petition to the juvenile court, proceed against the parent/guardian of a chronic disciplinary problem student who fails to attend a conference requested by a principal. If the court finds that the parent/guardian willingly and unreasonably failed to attend such conference, the court may order the parent/guardian to attend a conference, participate in programs or treatment the court deems appropriate, or both. After notice and opportunity for hearing, the court may impose a fine, not to exceed \$500.00, on a parent/guardian who willfully disobeys such an order (O.C.G.A. § 20-2-766.1). The petition to the juvenile court shall be filed by the appropriate school social worker if requested by the principal or designee.

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 deems 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 (O.C.G.A.20-2-154.1).

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 deems 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).

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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 when 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 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.

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 Code of Conduct 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 an identified student with disabilities or who is receiving special education services from the District, the District will follow all applicable state and federal laws.



Clayton County Public Schools

PROGRESSIVE DISCIPLINE PROCESS



RATIONALE: The Progressive Discipline Process is designed to create the expectation that the degree of discipline will be in proportion to the severity of the behavior leading to the discipline, that the previous discipline history of the student and other relevant factors will be taken into consideration, and that all due process procedures required by the Federal and State Law will be followed (**O.C.G.A. 20-2-735**)

LEVEL I

LOW-LEVEL MISCONDUCT AND SUPPORT

This level is appropriate for low-level behavioral infractions that may disrupt the educational process or classroom environment, but can be addressed through in-class corrective strategies without the need for administrative intervention. Repeated violations involving Level I infractions, and/or acts that cause harm or threaten the safety of others will result in an elevated violation status, progressively more serious consequences, and be chargeable up to Level II.

ELEMENTARY

- Parent Conference
- [Restorative Responses](#)
- [P-ATS PROGRAM](#)
- [Student-Support Services Referral](#)
- < 2 Days ISS/OSS

SECONDARY

- Parent Conference
- [Restorative Responses](#)
- [P-ATS PROGRAM](#)
- Temporary Alternative Setting < 2 Hours
- < 3 Days ISS/OSS

LEVEL II

INTERMEDIATE -LEVEL MISCONDUCT AND SUPPORT

This level is appropriate for intermediate acts of misconduct that are more disruptive, or repeated behaviors that negatively impact the learning environment or school operations. The behavior continues to escalate despite interventions. These actions require administrative involvement but do not yet rise to moderate or high-level threats. Repeated violations involving Level II infractions, and/or acts that cause harm or threaten the safety of others will result in an elevated violation status, progressively more serious consequences, and be chargeable up to Level III.

ELEMENTARY

- Parent Conference
- [Restorative Responses](#)
- [P-ATS PROGRAM](#)
- [Student-Support Services Referral](#)
- < 5 Days ISS/OSS

SECONDARY

- Parent Conference
- [Restorative Responses](#)
- [P-ATS PROGRAM](#)
- Temporary Alternative Setting < 2 Hours
- < 8 Days ISS/OSS

LEVEL III

MODERATE-LEVEL MISCONDUCT AND SUPPORT

This level is appropriate for significant violations that disrupt the safety, order, or integrity of the school environment. These violations warrant administrative investigation and may result in referrals for a disciplinary hearing, particularly when prior interventions have been unsuccessful or when the behavior presents a risk to others. The consequences may include long-term suspension, permanent expulsion, or assignment to Alternative School. Repeated violations of Level III infractions will result in elevated violation status and be chargeable up to Level IV.

ELEMENTARY

- [Restorative Responses](#)
- [P-ATS PROGRAM](#)
- < 10 Days ISS/OSS
- < 10 Days ISS/OSS
- +Tribunal Hearing

SECONDARY

- [Restorative Responses](#)
- [P-ATS PROGRAM](#)
- < 10 Days ISS/OSS
- < 10 Days ISS/OSS
- +Tribunal Hearing

LEVEL IV

HIGH-LEVEL MISCONDUCT AND SUPPORT

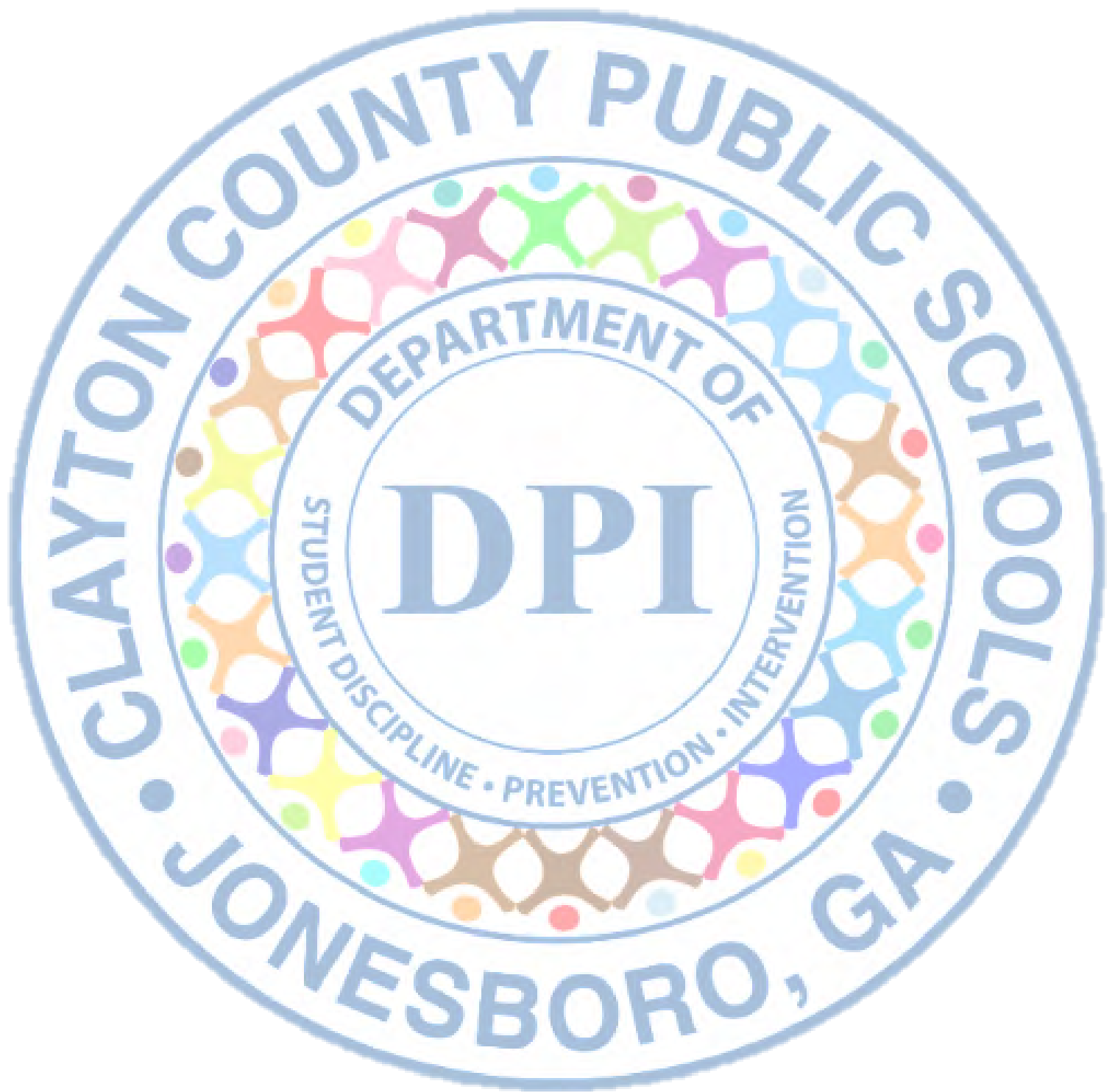
This level is appropriate for the most severe violations that pose a significant threat to the safety, well-being, or educational environment of students and staff. These are infractions that typically result in immediate removal from the school setting and require a formal disciplinary hearing. The consequences imposed in a Tribunal Hearing may include long-term suspension, expulsion, up to permanent expulsion, or assignment to the Alternative School. Any violation of the O.C.G.A. Criminal Code will be referred to the Clayton County Public Schools Police.

ELEMENTARY

10 DAYS OSS
+TRIBUNAL
HEARING

SECONDARY

10 DAYS OSS
+TRIBUNAL
HEARING





Clayton County Public Schools UNIVERSAL DISCIPLINE MATRIX



"BUILDING A BETTER TOMORROW, TODAY!"

Goal: To provide a clear, consistent, and equitable framework for addressing student behavior by categorizing code of conduct infractions into four levels—Low, Intermediate, Moderate, and High—thereby promoting a safe, respectful, and supportive learning environment that fosters personal growth, accountability, and academic success for all students.

LEVEL I:

LOW-LEVEL MISCONDUCT

This level is appropriate for low-level behavioral infractions that may disrupt the educational process or classroom environment but can be addressed through in-class corrective strategies without the need for administrative intervention. Repeated violations involving Level I infractions and/or acts that cause harm or threaten the safety of others will result in an elevated violation status, progressively more serious consequences, and be chargeable up to Level II.

- 1a ACADEMIC DISHONESTY
- 3a ATTENDANCE: Tardies/Class Cuts
- 5a BULLYING / CYBERBULLYING: 1st Offense
- 6a BUS OFFENSES
- 8a DISORDERLY CONDUCT: Minor Localized Disruption
- 10a FIGHTING: Horseplay or Wrestling
- 12a HARASSMENT OFFENSES: 1st Offense
- 16 OTHER OFFENSES
- 17 PARTIES TO AN OFFENSE
- 20a SEX OFFENSES: Sexting
- 21 SOCIAL MEDIA OFFENSES
- 22a STUDENT INCIVILITY: Insubordination
- 22i STUDENT INCIVILITY: Personal Electronic Devices
- 25a TRESPASSING

NOTE: STUDENTS WITH DISABILITIES:

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

Start with Restorative Response

ELEMENTARY

SECONDARY

RESTORATIVE RESPONSE

P-ATS PROGRAM

STUDENT SUPPORT SERVICES REFERRAL

≤2 DAYS ISS/OSS

RESTORATIVE RESPONSE

P-ATS PROGRAM

TEMPORARY ALTERNATIVE SETTING ≤2 HOURS

≤3 DAYS ISS/OSS

LEVEL II:

INTERMEDIATE-LEVEL MISCONDUCT

This level is appropriate for intermediate acts of misconduct that are more disruptive, or repeated behaviors that negatively impact the learning environment or school operations. The behavior continues to escalate despite interventions. These actions require administrative involvement but do not yet rise to the level of major or serious threats. Repeated violations involving Level II infractions and /or acts that cause harm or threaten the safety of others will result in an elevated violation status, progressively more serious consequences, and be chargeable up to Level III

- 2a ALCOHOL: Possession, Use, Buy, Sell, Distribute
- 3b ATTENDANCE: Leaving School
- 4a BATTERY: Battery of Student / Other w/No Injury
- 5b BULLYING / CYBERBULLYING: 2nd
- 7a COMPUTER TRESPASS
- 8b DISORDERLY CONDUCT: Major School Disruption
- 9a DRUG OFFENSE: Possession of Marijuana 1 oz. or less
- 9b DRUG OFFENSE: Possession of marijuana-Greater than 1 oz.
- 9c DRUG OFFENSE: Possession of Other drugs, substances, or inhalants.
- 9d DRUG OFFENSE: Under the influence of Drugs.
- 9e POSSESSION OF OTC OR PRESCRIPTION DRUGS
- 10b FIGHTING: Fighting - No injury
- 12b HARASSMENT OFFENSES: 2nd Offense
- 13a LARCENY/THEFT: Private Property - less than \$100.
- 22b-h STUDENT INCIVILITY
- 23a THREAT / INTIMIDATION: Threatening Student /Other (Non school employee)
- 24a TOBACCO OFFENSES
- 26a VANDALISM: Private Property
- 27a VAPING and JUULING

Include Restorative Response

ELEMENTARY

SECONDARY

RESTORATIVE RESPONSE

P-ATS PROGRAM

STUDENT SUPPORT SERVICES REFERRAL

≤5 DAYS ISS/OSS

RESTORATIVE RESPONSE

P-ATS PROGRAM

TEMPORARY ALTERNATIVE SETTING ≤2 HOURS

≤8 DAYS ISS/OSS



Clayton County Public Schools UNIVERSAL DISCIPLINE MATRIX



"BUILDING A BETTER TOMORROW, TODAY!"

Goal: To provide a clear, consistent, and equitable framework for addressing student behavior by categorizing code of conduct infractions into four levels—Low, Intermediate, Moderate, and High—thereby promoting a safe, respectful, and supportive learning environment that fosters personal growth, accountability, and academic success for all students.

LEVEL III:

MODERATE-LEVEL MISCONDUCT

This level is appropriate for significant violations that disrupt the safety, order, or integrity of the school environment. These violations warrant administrative investigation and may result in referrals for a disciplinary hearing, particularly when prior interventions have been unsuccessful or when the behavior presents a risk to others. The consequences imposed in a tribunal hearing may include long-term suspension, expulsion up to permanent expulsion, or assignment to the Alternative School. Repeated violations involving Level III infractions, and/or acts that cause harm or threaten the safety of others, will result in an elevated violation status, progressively more serious consequences, and be chargeable up to Level IV.

- 4b BATTERY: Battery of Student / Other w/ Moderate Injury
- 5c BULLYING / CYBERBULLYING: 3rd Offense -mandatory tribunal
- 9f DRUG OFFENSE: Possession or Distribution of Drug-Related Paraphernalia
- 10e FIGHTING: Fighting-Moderate Injury
- 11a GANG OFFENSE: Communicating Gang Affiliation
- 12c HARASSMENT OFFENSES: 3rd Offense
- 13b LARCENY/THEFT: Private Property - more than \$100
- 13c LARCENY/THEFT: School Property - less than \$100
- 20b SEX OFFENSES: Sexual Misconduct
- 20c SEX OFFENSES: Consensual Sexual Conduct
- 20d SEX OFFENSES: Indecent Exposure
- 20e SEX OFFENSES: Sexual Misconduct -Verbal, written, visual or physical conduct of a sexual nature, including sexual harassment-Title IX
- 22j STUDENT INCIVILITY: Possession, display, or distribution of profane, pornographic, or ethnically offensive material(s) is prohibited
- 23b THREAT / INTIMIDATION: Threatening School Personnel
- 26b VANDALISM: School Property
- 30 a WEAPONS: Knife
- 31a WEAPONS - OTHER: Possession and/or use of a facsimile gun or look-a-like gun
- 31b WEAPONS: OTHER: Possession and/or use of chains, pipes, toy guns, needles, syringes etc.
- 31c WEAPONS: OTHER: Possession and/or use of tear gas, BB guns, pellet guns, explosives, fireworks etc.
- 31d WEAPONS - OTHER: Possession of a Hazardous object
- 31e WEAPONS - OTHER: Possession of a non-felony weapon or look-a-like weapon

Include Restorative Response

ELEMENTARY

SECONDARY

RESTORATIVE RESPONSE

P-ATS PROGRAM

≤10 DAYS ISS/OSS

**10 DAYS OSS +
TRIBUNAL HEARING**

RESTORATIVE RESPONSE

P-ATS PROGRAM

≤10 DAYS ISS/OSS

**10 DAYS OSS +
TRIBUNAL HEARING**

LEVEL IV:

HIGH- LEVEL MISCONDUCT

This level is appropriate for the most severe violations that pose a significant threat to the safety, well-being, or educational environment of students and staff. These are infractions that typically result in immediate removal from the school setting and require a formal disciplinary hearing. The consequences imposed in a tribunal hearing may include long-term suspension, expulsion up to permanent expulsion, or assignment to the Alternative School. Any violation of the O.C.G.A. Criminal Code will be referred to the Clayton County Public Schools Police.

- 4c BATTERY: Battery of Student / Other w/ Severe Injury
- 9g DRUG OFFENSE: Possession/Buy / Sell / or Distribute
- 10d FIGHTING: Fighting-Severe Injury
- 10e FIGHTING: Group Fight
- 11b GANG OFFENSE: Soliciting / Encouraging Others for Gang membership
- 13d LARCENY/THEFT: School Property - more than \$100
- 13e LARCENY/THEFT: Possession of stolen property: Possession of private or school property on school grounds
- 14a MOTOR VEHICLE THEFT: Motor Vehicle Theft. The theft or attempted theft of a motor vehicle (private or school property)
- 15a FELONY CONDUCT - OFF- CAMPUS BEHAVIOR
- 15b FELONY CONDUCT - ON - CAMPUS BEHAVIOR
- 18a ROBBERY: Robbery
- 18b ROBBERY: Robbery with the use of a weapon
- 19a SEXUAL BATTERY OR ASSAULT: Sexual Battery
- 19b SEXUAL BATTERY OR ASSAULT: Sexual Molestation/Sodomy
- 20f SEX OFFENSES: Creation/Distribution of Inappropriate Content
- 23c THREAT / INTIMIDATION: Terroristic Threat/Bomb Threat
- 28a VIOLENCE AGAINST A TEACHER: Intentional Physical Contact – Without Harm
- 28b VIOLENCE AGAINST A TEACHER: Intentional Physical Contact – With physical Harm
- 29a WEAPONS - FIREARM OR DANGEROUS WEAPON: Handgun
- 29b WEAPONS- FIREARM OR DANGEROUS WEAPON: Shot gun/Rifle
- 29c WEAPONS- FIREARM OR DANGEROUS WEAPON: Firearm
- 29d WEAPONS- FIREARM OR DANGEROUS WEAPON: Dangerous weapon

ELEMENTARY

SECONDARY

**10 DAYS OSS +
TRIBUNAL HEARING**

**10 DAYS OSS +
TRIBUNAL HEARING**

STUDENT CODE OF CONDUCT

Student Offenses:

The Student Code of Conduct applies to ALL students in all learning environments, 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. The administrator will take into consideration the student's age, discipline history, frequency of the violation, severity of the incident, and prior interventions. Clayton County Public Schools implements the [Four Levels of Progressive Discipline](#) (Low Level Misconduct, Intermediate Level Misconduct, Moderate Level Misconduct, High Level Misconduct), and the [Universal Discipline Matrix](#) is provided as a guide to promote consistent and equitable disciplinary practices. Repeated violations of the Behavior Code will result progressively in more severe consequences. If the local school administration is uncertain as to the interpretation of the Code of Conduct, they are to contact the Department of Student Discipline, Prevention and Intervention & Strategic Improvement's Tribunal Office.

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

OFFENSES		CONSEQUENCES
1	<u>ACADEMIC DISHONESTY OFFENSES</u> 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 or assignment will be invalidated. An invalidated test or assignment means the student will not earn a score. Use of Artificial Intelligence (AI) to generate student coursework presented as student's original work constitutes impermissible plagiarism/cheating.	a. Academic Dishonesty Offenses Consequences: Level I — Repeat infractions or acts that cause harm or threaten the safety of others will result in progressively more serious consequences up to Level II.
2	<u>ALCOHOL OFFENSES</u> Possession, possession with the intent to buy/sell/distribute, use, or under the influence of alcohol or of a substance reported to be alcohol. This includes, but is not limited to, possession, consumption, transmitting, storing or under the influence of alcoholic beverages or related products (non-alcoholic beers, wine coolers, and near beer) and includes the false representation of a substance to be alcohol. Legal intoxication is not required for a violation of this code.	a. Alcohol Offenses Consequences: Level II — Repeat infractions or acts that cause harm or threaten the safety of others will result in progressively more serious consequences up to Level III.
3	<u>ATTENDANCE OFFENSES</u> All consequences shall follow the Clayton County Comprehensive Attendance and Truancy Protocol. Assigning a discipline action (suspension) to an attendance offense will make the event a State reportable incident and will impact CCRPI. 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 (10) days of school due to unexcused absences according to O.C.G.A. 15-11-381, is considered truant. Possible consequences may also include disposition for unruly children. Georgia law requires that after any student accrues five (5) days of unexcused absences in a given school year, the parent, or guardian, shall be in violation of O.C.G.A. § 20-2-690.1, which states the following: Any parent, or guardian 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, or guardian of five (5) unexcused days of absence for a school shall constitute a separate offense. Schools shall notify parents when a student accumulates five (5) unexcused absences. No student shall be expelled due solely to absences from school. a. Cutting/Skipping school, class or required activity: Failure to attend class or activity or being tardy without a valid excuse. Assigning suspension will make this violation a state reportable incident — Level I b. Leaving school campus without permission: Leaving school grounds during the regularly scheduled school day without the permission of a parent and school principal or designee — Level II	a. Cutting/Skipping school, class or required activity Consequences: Level I b. Leaving school campus without permission Consequences: Level II Repeat violations of 3b or acts that cause harm or threaten the safety of others will result in progressively more serious consequences up to Level III.

OFFENSES		CONSEQUENCES
4	<u>BATTERY</u> Making intentional physical contact or behaving in such a way as to cause physical injury to another person. a. Battery of Student/Other Person - non school personnel (No Injury) - Level II b. Battery of Student/Other Person- non school personnel (Moderate Injury) - Level III c. Battery of Student/Other Person - non school personnel(Severe Injury). This code may include the Use of Harmful substances that could cause harm (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). Level IV	Level II-IV — Repeat infractions or acts that cause harm or threaten the safety of others will result in progressively more serious consequences up to the next level.
5	<u>BULLYING OR CYBER-BULLYING OFFENSES</u> "Bullying" (per O.C.G.A. § 20-2-751.4 means: 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: • 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 SecSon 16-5-23.1; • Has the effect of substantially interfering with a student's education or otherwise substantially infringing upon the rights of a student; • Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or • Has the effect of substantially disrupting the orderly operation of the school. The term applies to acts which occur on school property, on school vehicles, at designated school bus stops, or a school-related functions or activities, including but not limited to extracurricular 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. Such term includes acts of cyberbullying that originate on school property or involve the use of school equipment, including, but not limited to, acts that occur within a school-sponsored online activity. "Cyberbullying" (per O.C.G.A. § 20-2-751.4) means: bullying that involves the use of electronic communication, including, but not limited to, communication devices and services, including, but not limited to, cellular telephones, cameras, computers, social media platforms, text messages, chat platforms, and internet sites. 'Electronic communication' means, but is not limited to, any transfer of signs, signals, writings, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic, or photo-optical system. Such terms shall include photographs and video and audio recordings. a. Bullying / Cyberbullying: 1st offense in a school year. - Level I b. Bullying / Cyberbullying: 2nd offense in a school year. - Level II c. Bullying / Cyberbullying: 3rd offense in a school year. Level III	a. 1st offense in a school year. Consequences: Level I b. Bullying / Cyberbullying: 2nd offense in a school year. Consequences: Level II c. Bullying / Cyberbullying: 3rd offense in a school year. Consequences: Level III. 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. Level I-III — Repeat infractions or acts that cause harm or threaten the safety of other will result in progressively more serious consequences up to the next level.

OFFENSES		CONSEQUENCES
6	<u>BUS OFFENSES</u> 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 extracurricular, 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 extracurricular 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 the student may be removed from receiving bus services. Violations of the following bus rules are offenses under this section: • All body parts shall remain inside the bus at all times. • Nothing shall be thrown into, out of, inside, or at the bus. • Students shall not make unnecessary noise and must remain seated at all times unless directed by the driver. • Students are required to remain quiet at all railroad crossings. • Emergency doors and windows are to be used only at the direction of the driver. • 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. • 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	a. Bus Offenses • Consequences: Level I — Repeat infractions or acts that cause harm or threaten the safety of others will result in progressively more serious consequences up to Level II.
7	<u>COMPUTER TRESPASS</u> Unauthorized use of a computer or computer network with the intention of deleting, obstructing, interrupting, altering, damaging, or in any way causing the malfunction of the computer, network, program(s), or data. This includes but is not limited to: • Altering or destroying school technology (or attempts thereof); • Unauthorized access or attempted access to school technology; • Compromising of school technology resources. • Hacking, or seeking security problems to gain access to school technology, and engaging in any activity that overuses, wastes, or compromises school technology resources. • 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. • Inappropriate display of materials using school technology; • Use of school technology resources to access, 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.	a. Computer Trespass Consequences: Level II — Repeat infractions or acts that cause harm or threaten the safety of others will result in progressively more serious consequences up to Level III.

OFFENSES	CONSEQUENCES
8 <u>DISORDERLY CONDUCT</u> Any act that substantially disrupts the orderly conduct of a school function, substantially disrupts the orderly learning environment, or poses a threat to the health, safety, and/or welfare of students, staff, or others. a. Minor Localized Disruption: Localized areas are any hallway, restroom, classroom, gymnasium, common area, or other area on school grounds. A violation of this code includes but is not limited to: • Acts that disrupt class instruction, distracts students and/or teachers; • Creates a dangerous or fearful situation for students and/or staff; • Behavior that interrupts any school activity or function; • Student 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; • Any speech or conduct in a virtual learning or extended learning beyond the class that 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; • Unauthorized selling on School Property; • Profanity (undirected outburst); • Gambling on School Property; • Throwing objects; b. Major School Disruption: Acts that cause substantial disruption of learning opportunities or reckless conduct that threatens the safety of others. A violation of this code includes, but is not limited to: - Conduct leading to school evacuations, lockdowns, and major disruptions that cause interruptions in the school's function (examples include: riots, sitdowns, picketing); - Behavior to encourage, counsel, promote, assist, cause, procure, or abet any student(s) to violate any section of this Code of Conduct; - 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; - Knowingly causing or making a false call to emergency services; - Knowingly causing a fire alarm to be activated under false pretenses.	a. Minor Localized Disruption: Consequences: Level I — Repeat infractions or acts that cause harm or threaten the safety of others will result in progressively more serious consequences up to Level II. b. Major School Disruption: Consequences: Level II — Repeat infractions or acts that cause harm or threaten the safety of others will result in progressively more serious consequences up to Level III. Level I-II — Repeat infractions or acts that cause harm or threaten the safety of others will result in progressively more serious consequences up to the next level.
9 <u>DRUG OFFENSES</u> Prohibited substances defined as "Drug" for purposes of this offense category include the following: Narcotics, hallucinogens, amphetamines, barbiturates, marijuana, stimulants, prescription medication inhalants or other substances 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. All listed substances under the Georgia or Federal Controlled Substances Act are prohibited. However, illegality of substance under state or federal law is not required for violation of this code. Legal intoxication is not required for a violation of this code: - Possession of Marijuana – 1 oz. or less - Level II - Possession of Marijuana – Greater than 1 oz. - Level II - Possession of Other drugs, substances, or inhalants. Level II - Under the influence of drugs: Consumption or under any degree of influence of drugs or other prohibited substances. Level II - Possession of Over-the-Counter medications (OTC) or prescription drugs. 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, non-prescription OTC medications, and the like and/or prescription medications, whether prescribed for the student or not. Possession of medication — whether OTC or prescribed for a student, shall be a violation unless valid written District permission for student possession was granted in compliance with District policy. Level II - Possession or Distribution of Drug Related Paraphernalia or equipment. This includes possession, transportation, storage, buying, selling, or otherwise distributing drugrelated paraphernalia. This does NOT include vapes and tobacco. Level III - Possession with intent to buy, sell or distribute drugs or attempt thereof. This includes transportation or otherwise distributing ANY of the above categories of "Drugs" detailed in a - f. -Level IV	Consequences: Level II-IV — Repeat infractions or acts that cause harm or threaten the safety of others will result in progressively more serious consequences up to the next level.

OFFENSES		CONSEQUENCES
10	<u>FIGHTING</u> A physical confrontation between two or more students that involves mutual participation. a. Horseplay or Wrestling - Engagement in rough or boisterous activities. - Level I b. Fighting - No injury - Level II c. Fighting - Moderate Injury. Injuries require medical treatment with moderate pain, and may require stitches, urgent care, etc. – Level III d. Fighting - Severe Injury – Injuries require urgent professional medical treatment and significant pain. Hospitalization may be required - Level IV e. Fighting - Group fight involving more than two participants. Level - IV	Consequences: Level I-IV — Repeat infractions or acts that cause harm or threaten the safety of others will result in progressively more serious consequences up to the next level.
11	<u>GANG OFFENSES</u> Gangs are associations of three or more individuals who adopt a group identity in order to create an atmosphere of fear and intimidation (this includes but is not limited to behavior 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). A student is in violation of this section if the student engages in one or more of the following: a. Communicating Gang Affiliation. This includes identifying oneself as a gang member by display of tattoos, wearing or possessing gang-related clothing or colors, displaying gang paraphernalia, tagging or painting property with gang-related symbols, or participating in other gang-related activity. - Level III b. Soliciting / Encouraging Others for Gang Membership. This includes recruitment into any gang or solicitation for membership into any gang or gang-related organization. — Level IV	Consequences: Level III-IV
12	<u>HARASSMENT OFFENSES</u> Harassment may be intentional, substantial, and unreasonable, verbal, physical or written contact/conduct that is initiated, maintained, or repeated. No student shall engage in harassment, intimidation or abuse of students or others, including harassment that is based on actual or perceived race, creed, color, national origin, religion, sex, age, disability, sexual orientation, gender, gender identity, or a physical characteristic. a. Harassment — 1st offense in a school year - Level I b. Harassment — 2nd offense in a school year - Level II c. Harassment — 3rd offense in a school year - Level III	Consequences: Level I-III — Repeat infractions or acts that cause harm or threaten the safety of others will result in progressively more serious consequences up to the next level.
13	<u>LARCENY/THEFT</u> Unlawful taking, carrying, leading, or riding away of property of another person without threat, violence, or bodily harm. This includes but is not limited to pocket-picking, purse or backpack snatching if left unattended, theft from a building, motor vehicle, or from a coinoperated machine. a. Theft of private property (less than \$100). – Level II b. Theft of private property (more than \$100). – Level III c. Theft of school property (less than \$100). – Level III d. Theft of school property (more than \$100). - Level IV e. Possession of Stolen Property: Possession of private or school property on school grounds. - Level IV	Consequences: Level II-IV — Repeat infractions or acts that cause harm or threaten the safety of others will result in progressively more serious consequences up to the next level.
14	<u>MOTOR VEHICLE THEFT</u> a. Motor Vehicle Theft. The theft or attempted theft of a motor vehicle (private or school property).	Consequences: Level IV
15	<u>FELONY CONDUCT</u> a. <u>OFF - CAMPUS BEHAVIOR</u> Any off-campus conduct: • That could result in the student being criminally charged with a felony; AND • Which makes the student's continued presence at school either: i. Potential danger to persons or property at the school; OR ii. Which disrupts the educational process. (O.C.G.A. 20.2.751) b. <u>ON - CAMPUS BEHAVIOR</u> • Any on-campus conduct that could result in the student being criminally charged with a felony or would be chargeable as a felony if committed by an adult i. Potential danger to persons or property at the school; OR i. Consequences: Level IV	a. Felony Conduct Consequences: Level IV b. Felony Conduct Consequences: Level IV

OFFENSES		CONSEQUENCES
16	<u>OTHER OFFENSES</u> 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: Level I — Repeat infractions or acts that cause harm or threaten the safety of others will result in progressively more serious consequences up to Level II.
17	<u>PARTIES TO AN OFFENSE</u> 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; damage property; or otherwise disrupt the orderly operation of the school. - Level I	Consequences: Level I - Repeat infractions or acts that cause harm or threaten the safety of others will result in progressively more serious consequences up to Level II.
18	<u>ROBBERY</u> Taking, or attempting to take, anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence, and/or by putting the victim in fear. a. Robbery - Level IV b. Robbery with the use of a weapon — Level IV	
19	<u>SEXUAL BATTERY OR ASSAULT</u> Intentionally making physical contact with the intimate parts of the body of another person without the consent of that person. Includes rape, fondling which includes touching of private body parts of another person (either through human contact or using an object), indecent liberties, child molestation, sodomy. 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. a. Sexual Battery - Level IV b. Sexual Molestation/Sodomy — Level IV	Consequences: Level IV
20	<u>SEXUAL OFFENSES</u> Sexual offenses include sexual intercourse, sexual contact, or other unlawful sexual behavior or other contact intended to result in sexual gratification without consent, force or threat of force, or where the victim is capable or incapable of giving consent. Includes indecent exposure and obscenity. 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, images, or posters directed towards another person, nonconsensual sexual contact, whether there is a pattern of behavior or a single significant incident. a. Sexting: The sending and/or receiving of sexually explicit messages or pictures — Level I b. Sexual Misconduct. This 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 posters directed towards another person; nonconsensual sexual contact whether there is a pattern of behavior or a single significant incident — Level III c. Consensual Sexual Conduct: Participation in consensual sexual activity. (Note: Consent is invalid if other participant is under the age of consent, and the conduct would be chargeable as statutory rape under Georgia criminal code based on participants' ages) — Level III d. Indecent Exposure: Behavior that includes exposing one's intimate body parts in public. "Intimate parts" means the primary genital area, anus, groin, inner thighs, or buttocks of a male or female and the breasts of a female — Level III e. Sexual Misconduct: Verbal, written, visual or physical conduct of a sexual nature, including sexual harassment, as defined pursuant to Title IX. 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. (See also, Policy JCAC regarding sexual harassment under Title IX) - Level III f. Creation or distribution of inappropriate content: Creating and/or distributing sexually inappropriate content regarding other individuals. This includes Deepfake or Deepfaking (creating, distributing or transmitting artificial intelligence (AI) generated or manipulated audio, movie, nude, partially nude, inappropriate images, or sexually explicit images of a real student, other individual, or school employee that appear authentic or truthful). This includes using cameras or camera phones to take explicit, embarrassing or unauthorized photographs of students or school employees and distributing them to others or posting them online — Level IV	Consequences: Level I - IV Repeat infractions or acts that cause harm or threaten the safety of others will result in progressively more serious consequences up to the next level.

	OFFENSES	CONSEQUENCES
21	<u>SOCIAL MEDIA OFFENSES</u> Students shall not access social media platforms through the use of computer equipment, communications services, or internet access that is operated, owned, leased, and made available to students by Clayton County Public Schools except under the following circumstances (Level I): - As directed by school personnel; - For the exclusive purpose of accessing and utilizing age-appropriate educational resources; - Under the supervision of such school personnel; and - During the course of a school-related activity.	Consequences: Level I — Repeat infractions or acts that cause harm or threaten the safety of others will result in progressively more serious consequences up to Level II.
22	<u>STUDENT INCIVILITY</u> Insubordination or disrespect to staff members or other students; includes, but is not limited to, refusal to follow school staff member instructions, use of vulgar or inappropriate language, misrepresentation of the truth, or visible possession or use of personal electronic devices while on school property or school-sponsored events. - Insubordination — This includes, but not limited to the following (Level I) : - Failure to comply with reasonable directions or commands of authorized school personnel or designees; - Failure to Comply with School Procedures; - Refusal to Identify oneself upon request of any school district employee or designee; - Dress code violation: Repeat violations of the school or district dress code - Forgery and Lying to School Personnel or Officials; - False Reports or Accusations. Knowingly and willfully making untruthful reports or statements (written or verbal) falsely accusing others of wrong actions. Also, falsifying, misrepresenting, omitting, or erroneously reporting information regarding instances of alleged inappropriate behavior by a teacher, administrator, or other school employees toward a student. (O.C.G.A. 20-2-751.5(a)(17) - Level II - Violation of Health and Safety Rules on school property, and this includes Virtual Classes and ELBC. - Level II - Profanity, Gestures, Comments or Disrespect towards a Student, School Personnel, or Others. – Level II - Engagement in a verbal altercation and/or arguing - Level II - False Reporting of a crime and/or misrepresentation of the truth — Level II - Falsifying School Records - Level II - Inappropriate displays of affection. — Level II - Personal Electronic Devices — The visible possession or use of communication devices such as cell phones is prohibited during school hours, within the school building, at schoolsponsored events, or on a school bus, except as permitted by school administration for instructional purposes. All communication devices must be "OFF" during the school day or while on school buses. Personal electronic device means any portable electronic device capable of transmitting, receiving, or accessing communications, data, or media. Such term includes, but is not limited to, smartphones, smartwatches, tablets, e-readers, headphones, and other devices with functionalities such as wireless communication, internet access, messaging, video recording, gaming, social media access, or data transmission — Level I A student whose Individualized Education Program (IEP), Section 504 Plan, or medical plan explicitly mandates the use of a personal electronic device for medical or educational purposes shall be permitted to access the device as necessary to fulfill the requirements of the respective program or plan. Requests for access shall be reviewed by the student's teams on an individual basis when developing an IEP, Section 504 plan or medical plan. - Possession, display, or distribution of profane, vulgar, pornographic, obscene, or ethnically offensive material(s) is prohibited. This includes communication via personal electronic devices — Level III	Consequences: Level I - III - Repeat infractions or acts that cause harm or threaten the safety of others will result in progressively more serious consequences up to the next level.

OFFENSES		CONSEQUENCES
23	<u>THREAT AND INTIMIDATION</u> Unlawfully placing another person (student, school personnel, or other person) in fear of bodily harm through verbal or physical threats. A Safety Checklist (threat) is required for all instances of threatening behavior. a. Threatening Another Student / Other Person (non school-employee) (verbal/physical) — Verbal, written, or physical (gesture) assault, including threatening violence, or communication intended to place a student or other person in fear of bodily harm. Physical threat includes 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 - Level II b. Threatening School Personnel (verbal/physical) — Verbal, written, or physical (gesture) assault, including threatening violence, or communication intended to place any school employee or school official in fear of bodily harm. In accordance with O.C.G.A. § 20-2753., 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 - Level III c. Terroristic Threat - Communication (verbal or written) of a serious expression to harm or use violence against a group of individuals and/or school property. Bomb Threat - Communication (verbal or written) of a serious expression to harm or use violence against a group of individuals and/or school property, including bomb threat. — Level IV	a. Threatening Another Student/ Other Person Consequences: Level II b. Threatening School Personnel Consequences: Level III c. Terroristic Threat Consequences: Level IV Level II - IV — Repeat infractions or acts that cause harm or threaten the safety of others will result in progressively more serious consequences up to the next level.
24	<u>TOBACCO OFFENSES</u> 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) is prohibited. A referral to the ASPIRE Program (A Smoking Prevention Interactive Experience) at http://www.mdanderson.org/aspire is required for middle and high school students.	a. Tobacco Offense Consequences: Level I Repeat infractions or acts that cause harm or threaten the safety of others will result in progressively more serious consequences up to Level II.
25	<u>TRESPASSING</u> Entering or remaining on a public-school campus or School Board facility without authorization or invitation and with no lawful purpose for entry. This includes students under suspension or expulsion, and unauthorized persons who enter or remain on a campus after being directed to leave by the chief administrator or designee. a. Trespassing on school property.	Level I Repeat infractions or acts that cause harm or threaten the safety of others will result in progressively more serious consequences up to Level II.
26	<u>VANDALISM</u> The willful and/or malicious destruction, damage, marking or defacement of public or private property, real or personal. a. Private Property — Level II b. School Property — Level III	Level II - III Repeat infractions or acts that cause harm or threaten the safety of others will result in progressively more serious consequences up to the next level.
27	<u>VAPING AND JUULING</u> Possession, distribution, or use of 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. Items containing drugs may be subject to other drug charges under this Code of conduct. Violations of this code section warrant referrals to the web-based ASPIRE (A Smoking Prevention Interactive Experience) program at www.mdanderson.org/aspire for middle and high school students only, and School Partnering Advance Wellness, Resilience and Knowledge (SPARK) to address the use of nicotine/other substances. a. Vaping or Juuling on school property - Level II	Level I - II Repeat infractions or acts that cause harm or threaten the safety of others will result in progressively more serious consequences up to Level III.

OFFENSES	CONSEQUENCES
28 <u>VIOLENCE AGAINST A TEACHER OR SCHOOL PERSONNEL</u> Intentional physical attack (including physical contact where that person is not the initial intended target or person) against a teacher or school personnel that causes bodily harm resulting in injuries or any physical attack against a teacher or school personnel is prohibited. The physical contact includes direct or indirect contact, such as throwing objects at a teacher or school personnel. a. Intentional Physical Contact of an insulting or provoking nature with School Personnel Without Harm: In accordance with O.C.G.A. 20-2-751, any student alleged to have committed an act of physical violence against school personnel (defined as intentionally making physical contact of an insulting or provoking nature) shall be suspended pending the hearing by the disciplinary hearing officer, panel, or tribunal unless such physical contact was in self-defense as provided by O.C.G.A. § 16-3-21. - Level IV b. Intentional Physical Contact with School Personnel With Physical Harm: In accordance with O.C.G.A. 20-2-751.6, any student alleged to have committed an act of physical violence against school personnel 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: i. 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. ii. 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. iii. 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.	Consequences: Level IV — In addition, a referral to Juvenile Court will be made by the appropriate School Social Worker
29 <u>WEAPONS — FIREARM OR DANGEROUS WEAPON</u> 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. Firearm (loaded or unloaded), as provided for in O.C.G.A. 16-11-127.1, includes a handgun, rifle, shotgun, or other weapon that will or can be converted to expel a projectile by the action of an explosive or electrical charge. Dangerous weapon means any weapon commonly known as a rocket launcher, bazooka, or recoilless rifle, which fires explosive, or nonexplosive rockets designed to injure or kill personnel or destroy heavy armor, or similar weapons used for such purposes. This term shall also mean a weapon commonly known as a mortar, which fires high explosives from a metallic cylinder and which is commonly used by the armed forces as an antipersonnel weapon or similar weapon used for such purposes. This term shall also mean a weapon commonly known as a hand-grenade or other similar weapon that is designed to explode and injure personnel. In accordance with O.C.G.A. § 20-2-751.1., consequences require a 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. a. Handgun b. Shotgun/Rifle c. Firearm d. Dangerous Weapon	Level IV

OFFENSES		CONSEQUENCES
30	<u>WEAPON - KNIFE</u> Possession and /or use, or intention to use any type of knife, including a pocket or penknife to inflict harm on another person or to intimidate any person. a. Knife - Level III	Consequences: Level III
31	<u>WEAPON - OTHER</u> The possession, use, or intention to use any instrument or object to inflict harm on another person, or to intimidate any person. Included in this code are chains, pipes, razor blades, ice picks, dirks, nunchakus, brass knuckles, Chinese stars, Billy clubs, tear gas guns, toy guns, cap guns, bb guns, pellet guns, electrical weapons or devices, explosives, or propellants. Firecrackers and other fireworks are also included if fire is not involved. a. Possession and/or use of a facsimile gun or look-a-like gun - Level III b. Possession and/or use of chains, pipes, brass knuckles, Billy-clubs, sling shots, toy guns, cap guns, firecracker, matches, cigarette lighters, syringes and needles — Level III c. Possession and/or use of razor blades, ice picks, dirks, tear gas, BB guns, pellet guns, electrical weapons (stun gun/taser) or devices, explosives or propellants, bludgeon type weapon, fireworks or other instruments or objects - Level III d. Possession of a Hazardous object: Hazardous object means any dirk, Bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, knuckles (made from metal, thermoplastic, wood or similar material), blackjack, any bat, club, or other bludgeon-type weapon, any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely (also known as nun-chukka, nun-chuck, nun-chaku), shuriken or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled (also known as a throwing star or oriental dart, or any instrument of the like kind) any nonlethal air gun, and any stun gun or taser. - Level III e. Possession of a non-felony weapon or look-a-like weapon: Any knife or instrument having a blade of less than two inches, any look-a-like firearm, mace, pepper gas/spray 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, object, or instrument which can reasonably be used as a weapon, such as pencil, chair, stapler, or is intended to be used as a weapon.— Level III	Level III



STUDENT SAFETY

CLAYTON COUNTY PUBLIC SCHOOLS

ADMINISTRATIVE SERVICES

Working Together to Provide Safe, Secure, and Supportive Learning Environments



SAFETY & SECURITY

DEPARTMENT OF
SAFETY & SECURITY

- Safe learning environments;
- Emergency preparedness;
- Partnerships with local law enforcement;
- Rapid emergency response.



SCHOOL RESOURCE OFFICERS (SROs)

CERTIFIED LAW
ENFORCEMENT OFFICERS

- Respond to emergencies;
- Crime prevention;
- Crisis management;
- Positive student relationships;
- Law-related education.



CAMPUS SECURITY OFFICERS (CSOs)

- Campus monitoring;
- Surveillance;
- Immediate response;
- Visitor assistance;
- Crime prevention;
- Student support.



CROSSING GUARDS

Helping students safely:

- Walk to school
- Bike to school
- Cross busy intersections
- Learn pedestrian safety
- Serve as positive role models

SCHOOL SAFETY MEASURES

CCPS PROVIDES



Random
Safety
Searches



Visitor
Check-In
Procedures



Controlled
Building
Access



Security
Monitoring



Evolve
Weapons
Detection



Emergency
Drills

EMERGENCY PREPAREDNESS

REGULAR DRILLS INCLUDE



Fire



Severe
Weather



Intruder



Active
Threat



Medical
Emergencies

REPORT SAFETY CONCERNS

“
SEE SOMETHING,
SAY SOMETHING
”

Report concerns involving:

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



Anonymous reporting available
through the [CCPS Mobile App](#).

EMERGENCY PREPAREDNESS

CCPS uses a [Crisis Alert System](#) that enables staff and administrators to initiate an alert and disseminate critical information quickly, reliably, and around the school campus.



[Real-Time Location](#) with pinpoint accuracy



[Instant Notifications](#) to all Buildings and Exterior Locations



[Medical Emergency Alerts](#)



[Crisis Response Support](#)



[Campus-wide Communication](#) via independent Wi-Fi network

VISITOR EXPECTATIONS



- ✓ Sign In at the main office
- ✓ Wear Visitor Badge at all times
- ✓ Remain in authorized areas
- ✓ Be escorted when required
- ✓ Follow all school policies

STUDENT SAFETY REMINDERS



- ✓ Weapons are prohibited on school property
- ✓ Parking lots are off-limits during school hours without permission
- ✓ Students may not sell items during school hours.
- ✓ Help keep our schools safe by reporting concerns immediately.

STAY INFORMED



Scan to access the
Safety & Security Website



CLAYTON COUNTY PUBLIC SCHOOLS
DEPARTMENT OF SAFETY & SECURITY

SAFE SCHOOLS • SAFE STUDENTS • STRONG COMMUNITIES





CLAYTON COUNTY
PUBLIC SCHOOLS

"Building A Better Tomorrow, Today!"

Clayton County Public School's AI POSITION STATEMENT

Scan the QR Code to learn more!



The Clayton County Public Schools AI Position Statement webpage can be translated into Vietnamese, Spanish, and French. Please visit the page and use the language dropdown at the top to select your preferred language.



Still curious? Listen to this 5 minute AI generated podcast discussing the CCPS AI Position Statement!



CLAYTON COUNTY PUBLIC SCHOOLS



Learn more about our AI Position Statement and how these priorities are shaping the future by scanning the QR code on the front of this flyer.

Our Commitment to Artificial Intelligence (AI) in Education

Clayton County Public Schools is committed to responsibly integrating AI to support instruction, improve operations, and prepare students for the future.

Our approach to AI is guided by the following key focus areas:



Using AI in Teaching and Learning



Ensuring Privacy, Security, and Legal Compliance



Involving Parents and Engaging the Community



Implementing CCPS AI Strategies



STUDENT SUCCESS

- **ATTENDANCE (PROTOCOL CHARTS)**
- **ATTENDANCE - EVERY DAY. ON TIME. READY TO LEARN**
- **DISTRACTION FREE**
- **DRESS AND GROOMING**
- **SCHOOL CHOICE**
- **VIRTUAL LEARNING PROGRAM**
- **ATHLETIC PROGRAM**



ATTENDANCE PROTOCOL

UNDER 16 YEARS OF AGE



STUDENT / PARENT / GUARDIAN
Signs Attendance Notification Letter in Student Handbooks

LEVEL OF ABSENCES	SCHOOL-LEVEL INTERVENTIONS (LED BY SCHOOL)	3-DAY LETTERS (DISTRICT LEVEL)	DISTRICT-LEVEL INTERVENTIONS (LED BY DISTRICT / CENTRAL OFFICE)	EXCUSED ABSENCES (DISTRICT LEVEL)
3 UNEXCUSED AND EXCUSED ABSENCES 	Teacher or identified staff makes contact with parent/guardian regarding the student's absence	 Automated 3-Day Letter emailed to parent/guardian		 3 Day Letter emailed to parent/guardian
5 UNEXCUSED ABSENCES 	- School attempts parent contact (phone/email) - Documents parent contact attempts in Infinite Campus		 5-Day Letter 5 Day Letter sent via automated email (Central Office) - Standing Order sent via email (Central Office) - School Social Worker(SSW) completes attendance Monitoring Report - After two reasonable attempts to notify parent/guardian, a written notice sent via certified mail with a return receipt requested	
5-8 UNEXCUSED ABSENCES 	- The teacher will notify support staff of the student with 5 consecutive absences - Continuous attendance monitoring through Infinite Campus, attendance reports, and AnalyticVue		 Monitor Attendance Through Attendance Monitoring Report (District Level) Monitor attendance through Attendance Monitoring Report	
10 UNEXCUSED ABSENCES 	Formal SSW referral completed		 Parent Truancy Meeting District Level - Parent Truancy Meeting - SSW initiates Truancy Action Plan - SSW conducts an Attendance Needs Assessment	
10-15 UNEXCUSED ABSENCES 	- Attendance Review Team (ART) meeting held to review attendance - School team develops school level and student intervention plan - Student intervention plan is shared with parent		 SSW Develops and Monitors Student Attendance Interventions	
16+ UNEXCUSED ABSENCES 	Prepare and submit documentation required for court		 Juvenile Court Intervention (District Level) - Juvenile Court Intervention - Juvenile Court Complaint filed - Coordinates with legal and community partners as appropriate	



School-Wide Attendance Supports & Resources



School-Wide Attendance Interventions (15% Or More Chronic Absenteeism Rate)

Any school with 15% or more chronic absenteeism rate will implement:

School Attendance Improvement Plan (SAIP)



District Attendance Review Team (DART)
reviews attendance with school



Provides recommendations and additional
resources/support



Plan documented and progress monitored



SSW develops and monitors student
attendance interventions



Monthly Attendance Review teams to review
data analysis of attendance trends



Identification of root causes



School-wide attendance goals



Tiered interventions strategies



Staff accountability measures



Ongoing progress monitoring



District provides guidance,
oversight, and monitoring



Monthly regular review of attendance
data and plan effectiveness

ACRONYM/ LEGEND

ART	ATTENDANCE REVIEW TEAM
DART	DART- DISTRICT ATTENDANCE REVIEW TEAM
SSW	SSW- SCHOOL SOCIAL WORKER
TAP	TAP-TRUANCY ACTION PLAN
IAIP	INDIVIDUAL ATTENDANCE INTERVENTION PLAN
SAIP	SCHOOL ATTENDANCE IMPROVEMENT PLAN

KEY TERMS



Chronic Absenteeism

Missing 10% or more of school days



Unexcused Absence

Absence without an approved
reason or excuse

Attendance



**EVERY DAY. ON TIME.
READY TO LEARN.**

Regular attendance builds knowledge, strong habits, and the relationships students need to thrive.

WHY ATTENDANCE MATTERS



Learning Continuity

Skills and knowledge build from one lesson to the next.



Stronger Connections

Daily attendance increases meaningful teacher-student interaction.



Positive Peer Learning

Students learn with and from classmates in a structured setting.



FULL SCHOOL DAY

A student must attend one-half or more of the school day to be marked present for the full day. Otherwise, the student is marked absent.

WHEN A STUDENT MAY BE CONSIDERED PRESENT



Georgia General Assembly page service - O.C.G.A. §20-2-692



Attendance for at least one-half of the school day



Foster-care court proceedings related to the student's care



Assigned IEP or Section 504 activity at another CCPS site



Principal-approved post-secondary visit recorded as school business



4-H program participation treated like an educational field trip - O.C.G.A. §20-2-692.3



Teen Election Participant program - up to two days per year



Military service testing or physical examination - O.C.G.A. §20-2-692.4

Attendance is a shared responsibility. CCPS works with families and students to improve daily and on-time attendance in alignment with Georgia State Board of Education Rule 160-5-1.10 (JB). Board Regulation JD-R(1) outlines consequences for noncompliance. No student shall be expelled solely due to absenteeism.

Excused, Unexcused and VSTEP

Understanding Attendance Categories

Proper verification is required for an absence to be recorded as excused.

COMMON EXCUSED CIRCUMSTANCES



Personal Illness

Attendance would endanger the student's health or the health of others.



Family Illness or Death

A serious illness or death in the immediate family reasonably requires absence.



Religious Holiday

A special and recognized religious holiday observed by the student's faith.



Court or Agency Order

A court or government order, including a pre-induction military physical.



Unsafe Conditions

Conditions make school attendance impossible or hazardous to health or safety.



Voting

Up to one day to register to vote or vote in a public election.



MILITARY FAMILY ABSENCES

Deployment/leave: under O.C.G.A. §20-2-692.1, up to five school days per year may be excused to visit a parent or guardian before overseas combat-zone/support deployment or during leave.

Military-affairs events: with advance documentation, up to five days per year may be excused for no more than two school years.



OTHER CIRCUMSTANCES

The local school board may determine that another absence has merit. This may include a non-school-sponsored activity when make-up work is completed satisfactorily.

Verification: The school may request documentation appropriate to the circumstance.



UNEXCUSED ABSENCE

An absence for a reason other than an approved excused circumstance is unexcused. Students may not miss class or required functions, leave school, or encourage another student to do so without proper permission. Out-of-school suspension days do not count as unexcused days when determining truancy.

VIRTUAL STUDIES TEMPORARY ENGAGEMENT PROGRAM (VSTEP)

VSTEP supports eligible students isolated or quarantined because of a public-health concern or experiencing a traumatic event that may remove them from in-person learning for more than five days, such as an immediate-family death, homelessness, or fire.

1

Consult SSW

Life Event eligibility

2

Coordinate

Counselor placement

3

Code

Attendance staff

4

Learn

Present virtually

VSTEP students appear present in Infinite Campus while learning virtually and may participate for no more than 20 consecutive school days per school year. IDEA and Section 504 rights remain protected.

Reporting an Absence

Notify the School Promptly

Parents and guardians are required to notify the school when their child is absent.

3

SCHOOL DAYS

Submit acceptable written notification to designated school personnel within three school days of the student's return for an eligible absence to be recorded as excused.



Acceptable Official Notice

Parent/guardian note: explains the reason and is signed and dated.

Doctor's note: accepted as official documentation.

Email: sent from the registered Infinite Campus email address with a copy of the parent's identification.

The reason must qualify as excused.



Not Accepted as Official Notice

ClassDojo and other classroom communication tools are not accepted as official absence notices.

Send documentation directly to the school using an approved method within the required timeline.

IMPORTANT THRESHOLDS

3+

CONSECUTIVE DAYS

A doctor's note is required.

10+

PARENT-WRITTEN DAYS

Later absences require a doctor's note.

5

UNEXCUSED ABSENCES

The school sends required notice about consequences.



Keep Contact Information Current

Notify the school immediately when a phone number or address



Appointments

Check the student in as soon as possible after an appointment so



ABSENCES AND AFTER-SCHOOL ACTIVITIES

As a rule, a student absent from school may not participate in athletic contests, club meetings, or other after-school activities. In rare extenuating circumstances, a teacher, parent, or guardian may appeal to the principal, who makes the final decision.

Attendance Support and Family Involvement

SCHOOLS AND FAMILIES WORK TOGETHER

Early communication helps identify barriers and connect students with support.



ATTENDANCE AND SCHOOL CLIMATE COMMITTEE

Each school develops a committee whose membership is determined by the principal and may include a counselor, school social worker, teacher(s), and administrator. The committee meets with the family to assess attendance concerns and develop a progressive intervention plan.

SUPPORT MAY INCLUDE



Monitoring



Counseling



Mentoring



Tutoring



Family Services

FAMILY NOTIFICATION TIMELINE



5 UNEXCUSED ABSENCES

The school notifies the responsible adult of penalties and consequences; each later absence may be a separate offense.



AFTER 2 REASONABLE ATTEMPTS

Written notice is sent by certified mail with return receipt requested or by first-class mail.



BEFORE JUDICIAL ACTION

Certified notice with return receipt requested is sent before compulsory-attendance penalty proceedings.



ANNUAL ACKNOWLEDGMENT

By September 1 or within 30 school days of enrollment, the responsible adult signs for the written consequences. After two attempts, the district mails a copy. Students age 10 or older by September 1 also sign.

Contact the student's school for help with attendance records, documentation, or barriers affecting regular attendance.



CLAYTON COUNTY
PUBLIC SCHOOLS

OUR STUDENTS DESERVE

DISTRACTION-FREE **LEARNING**

***YOUR MIND: THE BEST
APP IN THE ROOM!***



**DISTRACTION-FREE
POLICY JDR1
FOR STUDENTS K-8**

**PLEASE REVIEW THE CURRENT REGULATION FOR
PERSONAL COMMUNICATION DEVICES:**

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.

Devices include, but are not limited to, cell phones, tablets, smart watches, wireless earbuds or headphones, smart glasses, gaming systems, digital media players, and e-readers.



**SCAN TO VIEW
THE VIDEO**



STUDENT DRESS CODE

UNIFORM DRESS CODE AND STANDARD DRESS EXPECTATIONS



OUR COMMITMENT

Clayton County Public Schools is committed to maintaining a safe, respectful, and focused learning environment. Student dress plays an important role in supporting our schools and our students.



OUR COMMITMENT

Students who do not comply with the dress code will be required to correct the violation. Failure to do so will be treated as insubordination and may result in:

- 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 & 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.



OUTER GARMENTS

Coats, jackets, sweaters, or other appropriate outer garments are allowed for weather or other legitimate reasons. They must be appropriately sized (not oversized) and must not violate any other dress code provisions. Long overcoats or sweaters that might conceal contraband must be removed upon arrival.



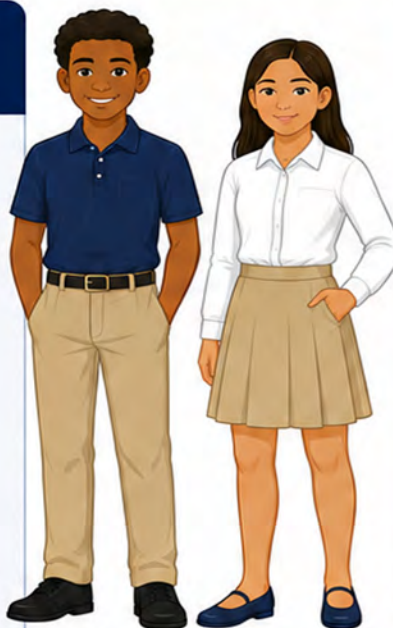
PANTS, SHORTS, AND SKIRTS

- Bottoms should be khaki style or dress pants in the following colors: tan, blue, or black.
- Skinny pants, tights, or leggings that substitute for 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.

TAN

BLUE

BLACK



DRESS UP OR PROFESSIONAL DRESS DAYS

Administrators may allow students to "Dress Up" or wear "Professional Dress" on designated days with advance notice. Students not participating must adhere to the Uniform Dress Code. All attire must still be appropriate for school.



DRESS DOWN DAYS

Administrators may allow students to "Dress Down" on designated days with advance notice. Students not participating must adhere to the Uniform Dress Code. Dress Down clothing must be appropriate for school.



HIGH SCHOOL DRESS & GROOMING STANDARDS

High school students (with the exception of School Choice or Magnet program participants) are not required to wear an assigned uniform; however, they must dress appropriately and adhere to the dress code guidelines.



OTHER ITEMS

- Belts are required with no sagging of pants.
- Jeans are not included in the 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 headwear 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 graphics, 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.

MAX
SIZE
4" x 4"

UNACCEPTABLE ATTIRE (For High School Students)

Students are not allowed to wear clothing, jewelry (including body piercing jewelry and "grills"), buttons haircuts, tattoos, or other attire or markings that are offensive, suggestive, disruptive, or indecent. Unacceptable attire includes:



Clothing associated with gangs



Clothing associated with discrimination on the basis of age, color, handicap, national origin, sexual orientation, marital status, race, religion, or sex



Clothing that is too tight, too short, too loose, or too revealing



Clothing encourages the use of tobacco, drugs, alcohol, or violence



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



Clothing with inappropriate pictures, writing, or language

When in doubt, ask your administrator. Our goal is to keep all students focused on learning!



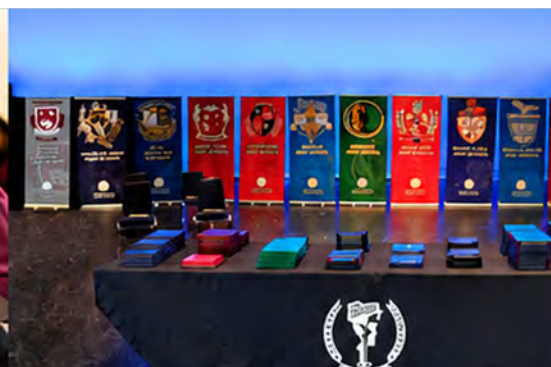
Thank you for helping us maintain a respectful, safe, and focused learning environment for all students.

TOGETHER, WE SUCCEED!



SCHOOL CHOICE

[Click here for the School Choice Website.](#)



Clayton County Public Schools offers a variety of School Choice opportunities designed to support students' academic interests, talents, career goals, and learning preferences. School Choice options may include Magnet Programs, Virtual Learning Programs, Employee Student Assignments, Dual Language Programs, Charter Schools, CTAE-focused academies, and other specialized programs.

Students participating in School Choice programs are expected to maintain high academic, attendance, conduct, and participation standards. Participation in a School Choice program is a privilege and may require students and parents to sign a program commitment agreement.



Academic Expectations

- Students must maintain satisfactory academic progress and meet all promotion and graduation requirements.
- Some programs may require minimum grades, GPA requirements, auditions, interviews, recommendations, assessments, or specialized coursework.
- Students are expected to actively participate in all required academic and program-related activities.



Attendance Expectations

- Regular school attendance and punctuality are required.
- Excessive absences, tardiness, or early checkouts may impact continued participation in the program in accordance with district procedures and program expectations.



Conduct Expectations

- Students must adhere to the Clayton County Public Schools Student Code of Conduct and all school-based expectations.
- Bullying, fighting, weapons, drugs, gang-related activity, repeated misconduct, or other serious discipline infractions may result in probationary status or dismissal from the program.
- Students and parents are expected to maintain respectful and professional interactions with school personnel and follow established school communication procedures.



Probation and Dismissal

- Students who fail to meet School Choice expectations may be placed on probation and provided academic and/or behavioral interventions and supports. Continued failure to meet expectations may result in dismissal from the program and reassignment to the student's school of attendance.



Employee Student Assignment

- In accordance with Board Regulation JBCA-R(1), Clayton County Public Schools does not provide preferential treatment. All students and parents, regardless of employment status with the district, are held to the same rules, expectations, and procedures. Eligible employees may apply for Employee Student Assignment opportunities based on available space and student compliance with academic, attendance, and conduct expectations.

IMPORTANT INFORMATION

- School Choice programs may have additional program-specific requirements.
- Sibling preference is not guaranteed for magnet programs.
- Transportation availability may vary by program.
- Eligibility requirements, timelines, transportation, and program offerings are subject to change.



For complete program requirements, eligibility criteria, application timelines, transportation information, and Board Policies, please visit the CCPS School Choice website and School Choice Guide.

BOARD POLICIES



- JBCA-R(1) – Employee Student Assignment
- JBD / JBD-R(1) – Student Attendance
- Clayton County Public Schools Student Code of Conduct



VIRTUAL LEARNING PROGRAM 6-12

The CCPS Virtual Learning Program (VLP) was created to provide students with the opportunity to achieve academic excellence from home in a flexible and engaging learning environment. The program is designed to meet the individual needs of both middle and high school students while preparing them for future academic and career success. Middle school students enrolled in the VLP must have a reliable learning coach, aged 18 or older, to assist in navigating various online instructional platforms and in meeting daily learning expectations.

The goal of the VLP is to create a meaningful educational experience that encourages students to think differently about learning while developing confidence, accountability, innovation, and independent learning skills. Students are immersed in a variety of elective courses, including Information Technology pathways, that promote creativity, collaboration, critical thinking, and problem-solving skills. High school students also have access to Advanced Placement (AP) courses, Honors classes, Dual Enrollment opportunities, and early graduation pathways. In addition, students may participate in Work-Based Learning experiences, internships, and apprenticeship opportunities that support career exploration and post-secondary readiness.

Ready to Learn Without Limits?

(CLICK THE LINK BELOW TO LEARN ABOUT OUR PROGRAM)

[Explore the Virtual Learning Program Today!](#)



ATHLETIC PROGRAM



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 behavioral 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:



Student athletes must have a current physical on file before participation.

Transfer students must have a current physical on file before 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.

TARA WARD FIELD STADIUM

H **21** **TOL 3** **<** **2:09** **QTR 1ST** **>** **TOL 2** **10** **G**

3RD DOWN & 7 BALL ON 26

CLAYTON COUNTY PUBLIC SCHOOLS
RIVERDALE FINANCIAL PARTNER
RIVERDALE AUTO



SAFETY AND WELL-BEING

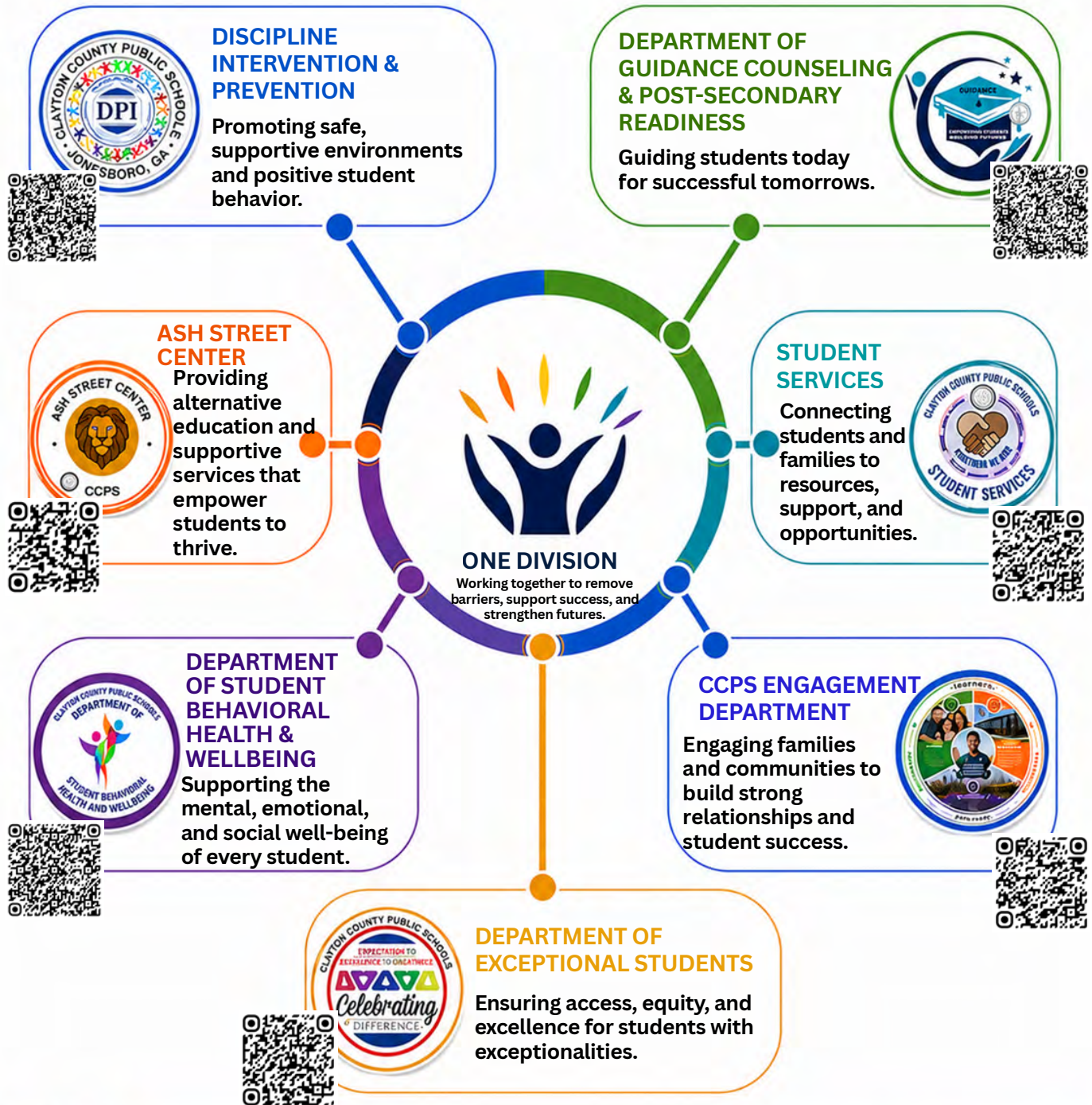
- COHERENCE SUPPORT - SUPPORT SERVICES
 - MCKINNEY-VENTO
 - SCHOOL NUTRITION
 - SCHOOL TRANSPORTATION
 - ADULT EDUCATION
-
- COMPLAINTS AND GRIEVANCE INFORMATION
 - GLOSSARY

DIVISION OF STUDENT SUPPORT SERVICES

- - - *One Division.* *One Mission.* *Every Student.* - - -

CONNECTD WORK. COHERENT SUPPORT. STRONGER TOGETHER.

SCAN OR CLICK THE QR CODE TO ACCESS EACH DEPARTMENT'S WEBSITE:



Each department brings unique expertise and vital services, but our impact is multiplied when we work as one. Together, we create a seamless system of support that ensures every student can learn, grow, and succeed.



**TOGETHER,
WE SUPPORT.**

**TOGETHER,
WE EMPOWER.**

**TOGETHER,
WE THRIVE.**





McKINNEY-VENTO

Resources & Support

— EVERY STUDENT. EVERY OPPORTUNITY. EVERY DAY. —



EDUCATIONAL RIGHTS / DISTRICT SUPPORTS



Immediate school enrollment—even without required documents



School stability and school-of-origin options when appropriate



Transportation assistance



Academic support and Graduation assistance



School supplies, uniforms and hygiene items



Community resources referral



Help removing barriers to attendance and participation



COMMUNITY PARTNERSHIPS

Working with community organizations to connect families with:



Housing and shelter resources



Food assistance



Healthcare and mental health services



Emergency assistance



Family support services



DEPARTMENT INITIATIVES

- ✓ Orange Duffle Bag Program
- ✓ Sneaker Shuttle
- ✓ Snacks on the Go
- ✓ Wash/Wear Initiative
- ✓ Oh, the Places You'll Go!
- ✓ Boost Chelsea Fearce Scholarship
- ✓ Our Parents Count Initiative
- ✓ Financial Achievement Club



AVAILABLE RESOURCES



Department initiatives



Available services



Referral information



Community resources

HOW YOU CAN HELP

RECOGNIZE REFER RESPOND



If you suspect a student may be experiencing homelessness or housing instability, submit a referral to the **McKinney-Vento Department** or your respective school social worker so we can connect the family with available services and supports.

Together, we can remove barriers and create hope.



**STABILITY TODAY.
SUCCESS TOMORROW.**



We are committed to ensuring that every student has access to a quality education—no matter their housing situation.



For more information, contact the **McKinney-Vento Department** or your school social worker.



SCHOOL

NUTRITION SERVICES

Fueling Student Achievement through Proper Nutrition



SCHOOL MEALS AT NO COST

ALL CLAYTON COUNTY PUBLIC SCHOOL STUDENTS
RECEIVE BREAKFAST AND LUNCH AT **NO COST!**



SCAN
ME!



ACCOMMODATING STUDENTS WITH SPECIAL DIETARY NEEDS

- Notify the school's Health Care Technician and Nutrition Manager about any food allergies or special dietary requirements.
- Provide a completed medical statement by a licensed healthcare provider. The form must explain the student's dietary needs and any required food substitutions.
- Timely communicate any changes to your child's allergy or dietary needs with the school team.
- Contact the Health Care Technician and Nutrition Manager with questions or concerns.



ACCOMMODATING STUDENTS WITH SPECIAL DIETARY NEEDS

- Student safety is our top priority.
- Please inform the school and School Nutrition Services of any food allergies.
- We follow strict procedures to reduce the risk of allergic reactions.
- Students with severe allergies should have an action plan on file with the school nurse.
- We are an allergy-aware environment, not an allergy-free environment.

ALLERGY
AWARE



ACCOMMODATING MILK INTOLERANCE

- Students with milk intolerance may receive a milk alternative.
- A Medical Statement may be required.
- Lactose-free and non-dairy milk options are available.
- Contact School Nutrition Services for more information



ACCOMMODATING STUDENTS WITH DIETARY PREFERENCE

- We offer a variety of meal options daily.
- Vegetarian and other preference options are available.
- Menus meet USDA nutrition standards.
- Students are encouraged to try nutritious foods that fuel learning and growth.



PARENTS AND GUARDIAN RESPONSIBILITIES

- Provide complete and accurate information about your child's dietary needs.
- Submit all required documentation by the deadline.
- Communicate any changes to your child's needs in a timely manner.
- Encourage your child to follow the meal plan provided.
- Contact the school and School Nutrition Services with questions or concerns



SCHOOL MENU AND NUTRITION INFORMATION

SCAN
ME!



- Menus are available online and at each school.
- Menus are subject to change.
- Nutrition education and wellness resources are available throughout the school year.

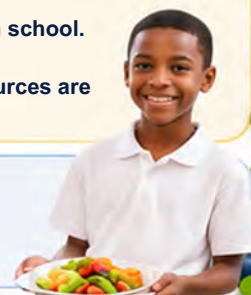


**CONTACT
US AT:**

Email: keiza.hunt@clayton.k12.ga.us

Phone: 678-479-0171

Department Website: www.clayton.k12.ga.us/departments/school-nutrition



"USDA is an equal opportunity provider, employer, and lender."



TRANSPORTATION

Bus Procedures for Students



- 1 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.



- 2 Get on and off the bus at the assigned stop in an orderly manner.



- 3 Stand twelve (12) feet away from the road while waiting at the bus stop.



- 4 Do not play, push, or shove while waiting at the bus stop.



- 5 Do not walk alongside the bus while it is moving.



- 6 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.



- 7 Cross approximately twelve (12) feet in front of the bus after the driver signals it is safe to do so.



- 8 Do not run behind the bus once it has pulled away from the bus stop.



- 9 Use the bus handrail when going up and down the steps.



- 10 Remain seated in the assigned seat and face forward until the bus comes to a complete stop.



- 11 Keep all belongings in your hands or in your lap.



- 12 Keep hands and feet out of the aisle.



- 13 Do not bring open food, animals, balloons, large instruments, glass items, weapons, or recreational equipment onto the bus.



- 14 Have a written request approved by the school to get off at a different bus stop.



- 15 Report any illness or injury immediately to the bus driver.



- 16 Follow the directions of the bus driver at all times.



- 17 Parents should convey messages directly to the school or teacher and refrain from asking transportation staff to deliver messages on their behalf.



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 delivering medication on students' behalf. All medication must be brought to the principal or designated staff in the original pharmaceutical container(s), clearly labeled with 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 an 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 to be present at the stop daily to retrieve students. Parents can select a designee (a neighbor, an older sibling, other family members) to retrieve students from the stop. This request must be in writing and documented within the Transportation Department.



RELEASE WITHOUT SUPERVISION

- 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.



CLAYTON COUNTY PUBLIC SCHOOLS ADULT EDUCATION PROGRAM

2026-2027 ACADEMIC YEAR

Free programs for parents, guardians, and community members



OUR MISSION

To enable adult learners in Clayton County to acquire the skills necessary to compete successfully in today's global workplace, to strengthen individual character and family foundations, and to exercise full citizenship.

PROGRAMS WE OFFER



Adult Literacy

Improve reading,
writing, and
math skills



GED Preparation

Earn your high
school
equivalency
diploma



English Language Classes (ESOL)

English for
speakers of
other languages



Career Readiness

Workforce
training and job
skills
preparation

WHERE CLASSES ARE HELD



Perry Learning Center

137 Spring Street
Jonesboro, GA



Clayton County Library System HQ

Headquarters
Branch



Hearts to Nourish Hope

Community
partner site



Virtual Classes Available

Learn from
anywhere



770-515-7610



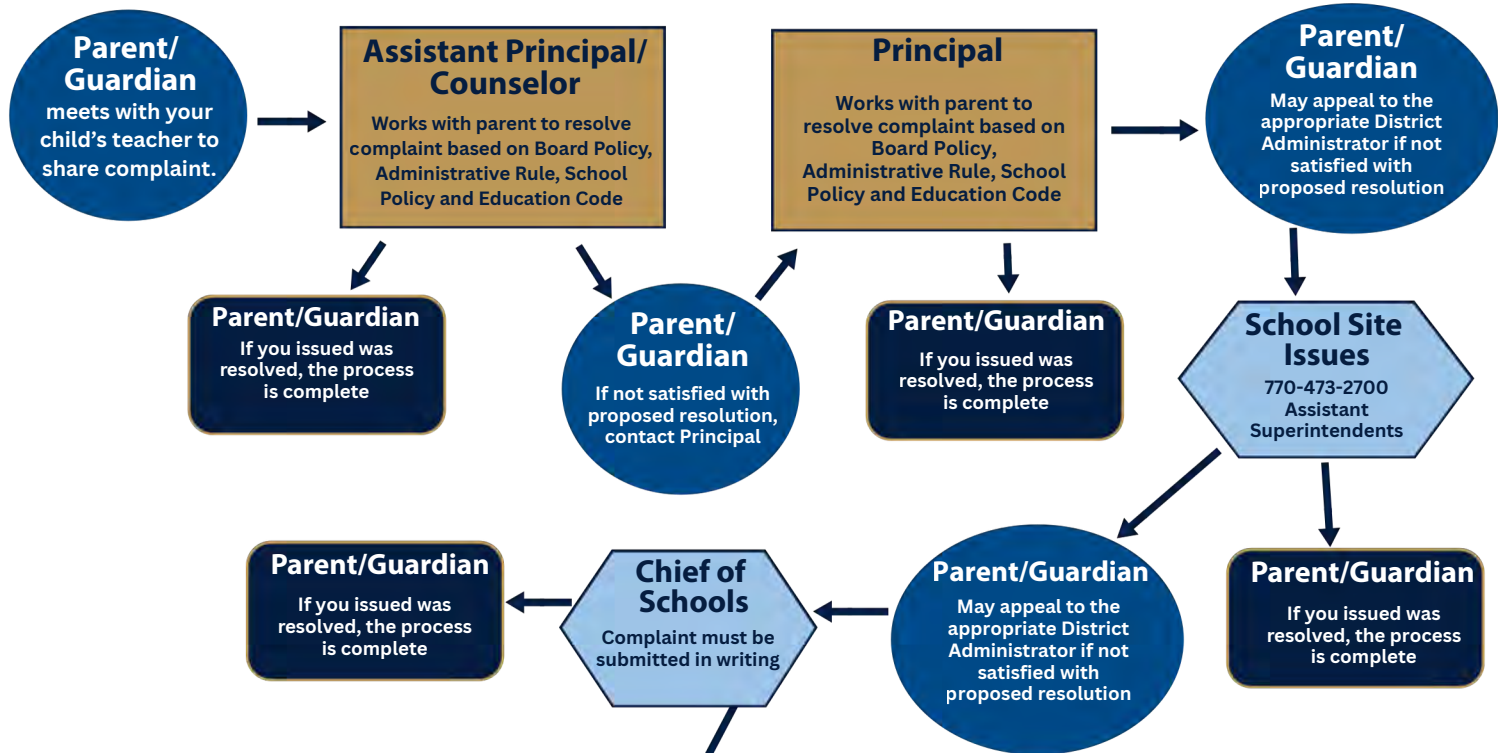
137 Spring Street
Jonesboro, GA 30236



clayton.k12.ga.us



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 parents 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.



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 the 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 that 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 that 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 well-being 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 a 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) The method of review is prescribed by law or by an existing Board policy, and
- b) The Board of Education is without the authority to act.

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

Title IX & Student/Sexual Harassment	Disabled Employees/ Americans with Disabilities Section 504 and Title II	Disabled Students and Members of the Public - Section 504	Athletics - Gender Equity Tara Stadium
1058 Fifth Avenue Jonesboro, Georgia 30236 (770) 473-2845 Latasha Lowe, Legal Compliance Officer latasha.lowe@clayton.k12.ga.us	1058 Fifth Avenue Jonesboro, Georgia 30236 (770) 473-2700 Damaris P. Garrett Equity and Compliance Director damaris.garrett@clayton.k12.ga.us	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	1055 Battlecreek Road Jonesboro, Georgia 30236 770-473-2845 Gary Townsend Executive Director of Athletics gary.townsend@clayton.k12.ga.us



Process for Responding to Sexual Harassment Complaint Under Title IX Regulations



Report is made of alleged sexual harassment to any employee. Employee shall immediately refer complaint to **school administration**

School administrators forward report to **Title IX Coordinators:**
Latasha Lowe (primary) and Damaris Garrett (secondary)

Offer supportive measures

If a Formal Complaint is filed...
The District will investigate allegations

Informal Resolution:
Facilitator
Department of Student Discipline, Prevention and Intervention

Determine if **Emergency Removal** is necessary
Respondent has the right to appeal emergency removal

Formal Complaint Investigators: School Level Principals or Appointed Designee (AP) conduct investigation

Dismissal of Complaint

Right to Appeal Dismissal Decision

3 Resolution Options
Decision Makers

Formal Complaint Decision-Makers: Area Superintendents

Decision

Right to Appeal Decision

Appeal Decision-Makers:
Deputy Superintendents



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:**
- 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;
 - 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
 - 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:
 - 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.
 - 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.
 - 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.
 - 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:**
- Complainant: an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
 - 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:**
- 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).
 - Investigator(s):
 - 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.
 - 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.
 - First Level Decision-Maker(s):
 - 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.
 - 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.
 - Appellate Decision-Maker:
 - 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 of the appellate decision-maker duties within this complaint process.
 - 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 of the appellate decision-maker duties within this complaint process.
 - Facilitator(s) of Informal Resolution:
 - 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.
 - Employee – In any matter where either the complainant or respondent is an employee of the District, the District shall recognize the Personnel Review Officer of the Equity and Compliance division district 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 a facilitator but who testifies, assists, or participates in any manner in an investigation, proceeding, or hearing as part of this complaint process is not a part
- G. A “formal complaint” is a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against the 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 that 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 that 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 a 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 does 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 or filed a complaint of sex discrimination, or any individual (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’s 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 parents’ voluntary, written consent to do so. This restriction and process for consent apply 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 the 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

- A. 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; (b) 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.
 - 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 facts 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:
 - Evidence is offered to prove either:
 - that someone other than the respondent committed the conduct alleged by the complainant; or
 - 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 procedural irregularity occurred that affected the outcome.
 - New evidence is now available 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
 - 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 (at a later time).
- 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:
 - 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;
 - 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:
 - False Information or Giving False Information: Range of verbal warning to disciplinary hearing (range dependent on grade level and progressive discipline level).
 - 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).
 - 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).
 - 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).
 - 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.
 - To do so, the decision-maker(s) shall make an individualized safety and risk analysis.
 - 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.
 - Upon such emergency removal, the decision-maker(s) will provide written notice to the respondent. The respondent may challenge that decision by providing a written basis and evidence in support to the decision-maker(s) within five (5) calendar days.
 - The decision-maker(s) will then provide a written decision regarding the emergency removal. That decision can be appealed consistent with this complaint process.

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.
 - Investigator(s) will receive specific training on issues of relevance and how to create an investigative report that fairly summarizes relevant evidence.
 - 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): a college entrance examination that assesses high school students' educational development and the ability to complete college-level work.

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

Attendance Review Team: - Defined in compliance with O.C.G.A. §20-2-690.3—may consist of school administrators, school counselors, school social workers, teachers, other school personnel, and the parents or guardians of such students who are chronically absent.

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 that 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:
 - 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 or otherwise substantially infringing upon the rights of the student;
 - Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
 - Has the effect of substantially disrupting the orderly operation of the school.

The term applies to acts which occur on school property, on school vehicles, at designated school bus stops, at school-related functions or activities, including, but not limited to, extracurricular 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. Such term includes acts of cyberbullying that originate on school property or involve the use of school equipment, including, but not limited to, acts that occur within a school-sponsored online activity.

Cyberbullying, defined in O.C.G.A. § 20-2-751.4, means bullying that involves the use of electronic communication, including, but not limited to, communication devices and services, including, but not limited to, cellular telephones, cameras, computers, social media platforms, text messages, chat platforms, and internet sites.

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

Chronic Absenteeism - Defined in compliance with O.C.G.A. §20-2-690.3, means the attendance status of a student whose total number of absences, whether excused or unexcused, at any time during a school year is equal to or greater than ten (10) percent of the total number of school days that such student has been enrolled at the same school or within the same local school system during the current school year excepting such student's first day of enrollment.

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-solve 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.

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, major field of study, grade level, dates of attendance, most recent educational agency or institution attended, degrees, honors or awards received, photographs, participation in officially recognized activities and sports, and weight and height of members of athletic teams.



GLOSSARY

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): a 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 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 a similar reason
2. Living in motels, hotels, trailer parks, or camping grounds due to a 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): a 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 that 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, amendment 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.



GLOSSARY

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 inspected K-12 public schools, and Local Education Agencies for the purpose of verification, research, analysis, and reporting 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, which may also include restrictions from participation in regularly scheduled school activities.

Instructional Team: a 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 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 license, 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): a 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 the 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 the 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-ins, and no early checkouts. 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).



GLOSSARY

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, and 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 that 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.

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 are used for purposes such as developing, retrieving, storing, disseminating, and accessing instructional, educational, and administrative information.

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)

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

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.

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

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



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