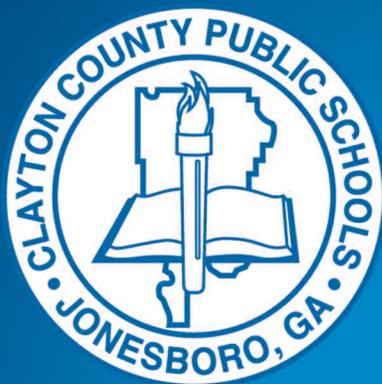
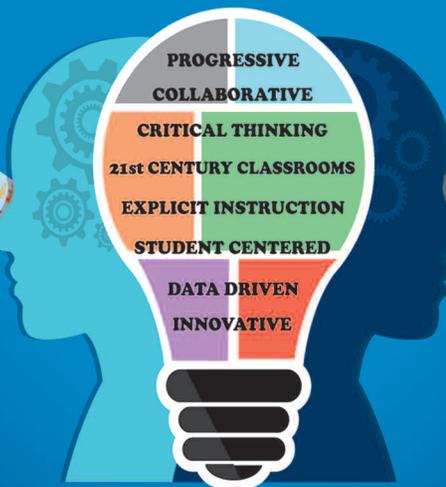




Parent/Student Handbook



2015-16



WHAT IS VISIBLE LEARNING?





CLAYTON COUNTY PUBLIC SCHOOLS

Vision Statement

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

Mission Statement

The mission of Clayton County Public Schools is to be accountable to all stakeholders for providing a globally competitive education that empowers students to achieve academic and personal goals and to become college and career ready, productive, responsible citizens.

THIS STUDENT HANDBOOK BELONGS TO:

Student Name: _____

Address: _____

Phone: _____ Homeroom Teacher: _____

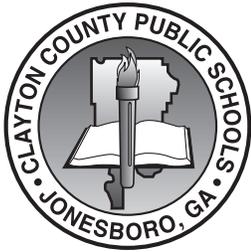
EMERGENCY PHONE NUMBERS:

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

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

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

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



Clayton County Public Schools

Office of the Superintendent

1058 Fifth Avenue • Jonesboro, Georgia 30236 • (770) 473-2700 • FAX (770) 473-2778

LUVENIA JACKSON
Superintendent of Schools

August 2015

“We are Clayton Proud!”

Welcome back to what we believe to be the best school system in the state of Georgia and the 2015-2016 school year! Clayton County Public Schools (CCPS) is striving for excellence, and we are very proud to welcome you back to another school year. This is a year of renewed opportunities to experience success in positive, encouraging, stimulating, and inviting learning environments in schools throughout the district.

Our school culture and climate mirrors our beliefs and values as educators. Clayton County Public Schools has worked diligently to create a culture within each school that is challenging, rigorous, and supportive. We believe that every school embodies a climate and culture that will permeate success for all students.

Our administrators, teachers, and staff are dedicated and committed to ensuring a positive school experience for our students as they meet and surpass state standards. To continue to be a true community of learning, we need the support of our parents, community, and stakeholders. Indeed, we need your continued support as we provide an engaging and active learning experience for our students. You are our partners on this journey to provide a quality education for all students.

The CCPS Parent/Student Handbook has been developed to provide parent and student centered information regarding the CCPS mission, vision, policies, and procedures. This Parent/Student Handbook is an invaluable guide for students and their families from the first day to the end of the school year. It is important to thoroughly read the student handbook and become familiar with all of its contents.

Graduation begins from the first day of kindergarten and concludes at the end of commencement exercises when the announcement is made that the students have graduated from the Clayton County Public Schools. Success of our students is vital, and we need participation in your student’s education. We encourage parents to become active in our schools as volunteers and to develop and maintain positive, productive relationships with teachers, administrators, and staff.

As your Superintendent, I request that you visit our website, www.clayton.k12.ga.us, and become involved in your student(s) education as we prepare them to become the next generation of globally competitive, responsible, and productive citizens. You have our commitment, dedication, and support throughout this promising 2015-2016 school year. We are Clayton Proud!

Sincerely,

Luvenia Jackson
Superintendent
Clayton County Public Schools

PARENT/STUDENT HANDBOOK SIGNATURE PAGE

School _____

Student Name	Homeroom	Date
--------------	----------	------

This Parent/Student Handbook contains valuable information for you and your child to ensure success in the school environment. This success is dependent upon mutual respect and clear understanding of rights and responsibilities. Please carefully read each statement below, initial to the left of each statement, and sign at bottom of page on the appropriate line to indicate your wishes.

_____ I acknowledge that I have received copies of the Attendance Policy and Student Code of Conduct. I understand that students who are age ten or older by **September 3, 2015** also need to sign this notice and return it to school.

_____ I acknowledge receipt of the current and complete Uniform Dress Code contained within. I further acknowledge that the final decision in all dress code related matters ultimately rests with the school's administration. As parent/guardian, I will ensure that my child understands the Uniform Dress Code and arrives at school in complete uniform, adhering to all dress and grooming guidelines. I understand that there is no grace period for Uniform Dress Code offenses, and that enforcement begins the first day of the 2015-2016 school year. I understand that the district's dress code regulations contain consequences that include parental contact, detention, and providing my child with the appropriate clothing during the school day, as necessary.

_____ I acknowledge that all clubs and extracurricular activities with related information are listed at the school and have been made available for me to review. Any new clubs or activities formed during the school year will require that information be sent home for my review, and I must grant permission for my child to participate. I understand that if I wish to "opt-out" my child from participation, I may do so by listing the activity or club on this page for which I do not grant permission for his/her participation.

Student Signature

Parent/Guardian Signature

My child does NOT have permission to participate in the following clubs or activities:

PERMISSION TO ALLOW STUDENT TO PARTICIPATE IN MEDIA RELATIONS OR INTERVIEWS

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

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

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

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

Name of Student (Please Print)

Signature of Student

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

Date of Student Signature

Name of Parent/Guardian (Please Print)

Signature of Parent/Guardian

Date of Parent/Guardian Signature (s)

Name of Student

School

Homeroom Teacher

Student Technology Acceptable Use Agreement Clayton County Public Schools

I understand that the below signed has the privilege to responsibly use Clayton County Public School's (CCPS) internal network and its connection to the Internet. Students are responsible for good behavior/character online in the same manner that they are in our school buildings. Should problems or questions arise, I agree to seek help, and if I become aware of any abuses, I agree to contact an appropriate faculty or staff member. I understand that I may be subject to disciplinary action if I do not abide by these guidelines, and that consequences may include temporary or permanent revocation of my privileges to CCPS technology use. I further agree to abide by any additional rules and regulations governing the use of technology put forth by CCPS, including those outlined in the Student Code of Conduct. Responsible use is defined by the following guidelines:

Terms and Conditions:

- Board Policy IFA (1) Information gathered via the Internet shall be related to the educational purposes of enhancing the teaching program and student achievement, providing support for instructional and curricular goals, and assisting students in the attainment of skills necessary to continue their development as lifelong learners in a technologically advanced world.
- Will use appropriate language on the Internet
- Will not deliberately access inappropriate material/sites. Internet traffic is monitored
- Will respect and uphold copyright laws
- Will protect my password and will not use another individual's password or gain unauthorized access to the Internet
- Will not publish material on the Internet that has not been approved by appropriate school personnel
- Will use all technology at CCPS carefully and avoid treating it in a manner that risks damage or unnecessary wear and tear
- Will not attempt to access the CCPS network, data, or devices without proper authorization
- Will not attempt to bypass security filters to access the internet

Examples of prohibited conduct include but are not limited to

- Downloading\installing software, streaming music\video, public domain, shareware or any other unauthorized programs.
- Accessing social websites (Facebook Tumblr, Twitter, etc.) without appropriate approvals;
- Participating on message boards or in live chat rooms without teacher supervision or directions;
- Attempting to access or use obscene, profane, threatening, or disrespectful material or language;
- Students should notify the teacher of anything inappropriate they observe;
- Bullying;
- Copyright infringement. (Infringement occurs when an individual reproduces a work that is protected by a copyright without permission from the creator. If the user is unsure whether or not they can use the material, they should request permission from the copyright owner.)

Student

I understand and will abide by the terms and conditions for using the Internet in Clayton County Public Schools. I understand that any violation of the regulations is unethical and may result in disciplinary action against me including revocation of my privilege of CCPS technology use and may also constitute a criminal offense.

Name of Student (Please Print)

Student's Signature

Date

Parent/Guardian

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

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

As the parent/guardian of this student, I have read the Internet use regulations. I acknowledge that my child may have access to instructional resources through the Internet.

Name of Parent/Guardian
(Please Print)

Parent/Guardian Signature

Date

Name of Student

School

Homeroom Teacher

Dear Parents/Guardians:

Clayton County Public Schools uses Edmodo, a free and secure online learning platform, where teachers and students can collaborate, share content, and use educational apps to supplement in-class learning. In this private learning environment that is managed by the teacher, students can only interact with others in the class. Edmodo provides a safe and easy way to support learning beyond the classroom and help students develop important online skills.

On Edmodo, students will be able to:

- Participate in class or group discussions that are monitored by the teacher (students cannot send private messages to other students)
- Communicate directly with the teacher to ask questions and get help with work
- Keep track of important due dates, events, and tasks
- Receive and turn in assignments and quizzes
- View missed work when absent from class
- Access files links and resources provided by the teacher
- Access Edmodo from any computer or mobile device with Internet capabilities and receive notification reminders via email or text (optional)

Parents may also sign up for a parent account on Edmodo, which connects to your child's account. This is a great way to keep informed of due dates, assignments, grades, school events, and any direct communication between your child and their teacher. To sign up for a parent account, you will need your child's unique parent code, which can be found in your child's account (on the bottom left of their home page). Parent accounts are not required, but is recommended to stay engaged with your child's learning experience. For more information about how to sign up for a parent account, please visit:

<https://support.edmodo.com/home#forums/20888720-how-to-sign-up-as-a-parent>.

In order for students under 13 to use Edmodo, he or she must have parental permission, and parents should read and agree to the Edmodo Terms of Service (<http://www.edmodo.com/corporate/terms-of-service>). Parents must also read and agree to the Edmodo Privacy Policy (<http://www.edmodo.com/corporate/privacy-policy>). Edmodo takes privacy seriously, and has a User Trust and Safety team dedicated to protecting the privacy and safety of its users. The only information required from students to set up an Edmodo account is the teacher's class code, their name, a username, and password.

We hope that your child will enjoy using Edmodo to assist their learning this year. You can learn more about Edmodo by visiting www.edmodo.com.

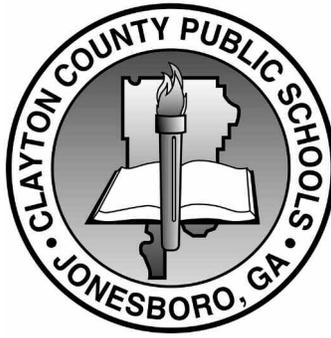
I give consent for my child, listed below, to use Edmodo for class activities.

Name of Student

Parent's Printed Name

Parent's Signature

Date



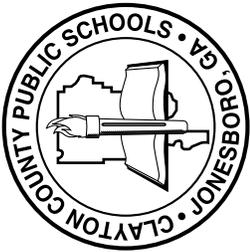
CLAYTON COUNTY PUBLIC SCHOOLS 2015-2016 PARENT/STUDENT HANDBOOK COMMITTEE

Jacquelyn Anthony, School Social Worker
Gisha Bayless, Assistant Principal at Mundy's Mill High
Melvin Blocker, Principal of Mount Zion High
Rashida Brown, School Psychologist
Eric Carlyle, Coordinating Supervisor of School Discipline
Ebony Chillis, Coordinator of CTAE
Craig Coleman, Lead Medial Specialist
Mandy Condit, Director of Student Services
Clarence Cox, Chief of Clayton County School Police
Sharra Cunningham, Principal of Mundy's Mill Middle
Catrina Davis, School Social Worker
Alicia Dunn, Coordinator of Guidance and Counseling
Maureen Egbuna, School Social Worker
Ingrid Farahdel, Coordinator of Nutrition Services
Tamera Foley, Executive Director of Teaching and Learning
William Greene, Principal of Mundy's Mill High
Audrey Hamilton, Director of Nutrition Services
Quintella Harrell, Hospital Homebound Teacher
Rebecca Hawkins, Supervising Healthcare Professional
Kristie Heath, Gifted Coordinator
Donna Jackson, Principal of Jackson Elementary
Charmaine Johnson, Principal of MD Roberts Middle School
Vickie Jacobs, Instructional Implementation Specialist
Erica Johnson, Principal of Lake City Elementary
Katrina King, Director of the
Department of Exceptional Students
Ebony Lee, Coordinator of K-12 Language Arts
Machelle Matthews, Area I Superintendent
Anitra Murphy, Tribunal Specialist
Chantal Normil, Director of ESOL
Trina Reaves, Principal of Brown Elementary
Kimberleen Robinson, Supervising Healthcare Professional
Michael Robinson, M.E. Stillwell School of the Arts
Anthony Smith, Area II Superintendent
Ave Tatum, Instructional Implementation Specialist
Katrina Thompson, Director of Federal Programs
Harold Walker, Director of Transportation
Chandra White, Parent Liaison at Adamson Middle
Charles Wilkerson, Principal of Adamson Middle
Debra Williams, Coordinator of Safety and Security
Delphia Young, Executive Director of
Research, Evaluation, Assessment, and Accountability

2015-2016 PARENT/STUDENT HANDBOOK CONTRIBUTORS

The Parent/Student Handbook surveys were available on the Clayton County Public Schools website from January 29, 2015 until May 27, 2015. The surveys were available in English, Spanish, and Vietnamese. Computers were set up at district-level events and information was delivered to schools to gather feedback from parents, students, and staff. Many parents, students, and staff participated via the online survey.

The Parent/Student Handbook Committee reviewed all responses and feedback. We appreciate your contribution.



CLAYTON COUNTY PUBLIC SCHOOLS

2015-2016 Student Non-School Days & Early Dismissal Days - Revised

Legend

- Non-School Day
- First Day/Last Day
- Early Dismissal Day

Non-School Days

- Sept. 7: Labor Day
- Oct. 8-9: Fall Break
- Nov. 23-27: Thanksgiving Break
- Dec. 21-Jan. 5: Semester Break
- Jan. 18: MLK Day
- Feb. 15: President's Day
- Feb. 16-17: Winter Break
- Apr. 4-8: Spring Break

July 2015	August 2015	September 2015	October 2015
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

November 2015	December 2015	January 2016	February 2016
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29

Early Dismissal Days*

- Aug. 26
- Sept. 16
- Oct. 7
- Feb. 12
- Mar. 16

March 2016	April 2016	May 2016	June 2016
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

* Early Dismissal Times: Elementary Schools, Unidos Elementary, White Academy-1:15/Ash Street-2:00/ Middle Schools, Elite Scholars & Unidos Middle-2:10/ High Schools, Flint River-2:50



2015-2016 Testing Calendar

Clayton County Public Schools implements all state mandated assessments, as well as the Student Learning Objectives (SLO), PSAT, AP, and IB exams. Below is a list of dates the district's students will take local, state, and national assessments during the 2015-2016 school year. Please use the information for reference when planning or scheduling appointments or time that students will be away from school. Please contact local schools for additional information about testing, test dates, and test times if additional information is needed.

ELEMENTARY SCHOOL TESTING DATES

Aug. 11 – 17, 2015	Reading Mastery/Corrective Reading Screening	New Grades K–5 Students
Aug. 11 – 21, 2015	DIBELS Administration in Reading and MCLASS Math Administration	Grades K–3
Aug. 11 – 21, 2015	Math and EIP Math/Reading Screening	5 th graders only
Aug. 24 – Sept. 4, 2015	Pre-SLO Test Administration Window	Grades K–5
Aug. 24 – Sept. 4, 2015	District Beginning-of-Year Benchmark in EOG courses	Grade 4–5
Sept. 1 – Mar. 25, 2016	Georgia Alternative Assessment (GAA) – Portfolio	Grades K, 3–5
Sept. 1 – May 13, 2016	Georgia Kindergarten Inventory of Skills – Checklist	Grade K
Dec. 7 – 18, 2015	District Mid-year Benchmark	Grade 1–5
Jan. 6 – 20, 2016	DIBELS Administration in Reading and MCLASS Math Administration	Grades K–3
Jan. 19 – Mar. 4, 2016	ACCESS for ELL Test Administration Window	English Learners, Grades K–5
Feb. 29 – Mar. 11, 2016	District End-of-Year Benchmark	Grades K–5
Apr. 13 – Apr. 25, 2016	End-of-Grade (EOG)–Georgia Milestone Assessments	Grades 3–5
Apr. 25 – May 6, 2016	DIBELS Administration in Reading and Math	Grades K–3
May 2 – 13, 2016	Reading Mastery/Corrective Reading Screening	Grades K–5
May 9 – 18, 2016	Post-SLO Test Administration Window	Grades K–5
Jun., TBD	End-of-Grade Retest (EOG)–Georgia Milestone Assessments Window	Grades 3 and 5

MIDDLE SCHOOL TESTING DATES

Aug. 17 – 21, 2015	Scholastic Reading Inventory and Language Reading Scale (Lexile Assessments)	Grades 6–7
Aug. 24 – Sept. 4, 2015	Pre-SLO Test Administration Window	Grades 6–8
Aug. 24 – Sept. 4, 2015	District Beginning-of-Year Benchmark in EOG courses	EOG and EOC Courses
Sept. 1 – Mar. 25, 2016	Georgia Alternative Assessment (GAA) – Portfolio	Grades 6–8
Dec. 7 – 11, 2015	Scholastic Reading Inventory and Language Reading Scale (Lexile Assessments)	Grades 6–7
Dec. 7 – 18, 2015	District Mid-year Benchmark	EOG Courses
Dec. 1 – 11, 2015	District Mid-year Benchmark in 8 th Grade Honors Math and Science	EOC Courses
Dec. 7 – 18, 2015	Post-SLO Test Administration Window for 18-Week Courses	Grades 6–8
Jan. 19 – 29, 2016	Pre-SLO Test Administration Window for 18-Week Courses	Grades 6–8
Jan. 19 – Mar. 4, 2016	ACCESS for ELL Test Administration Window	English Learners, Grades 6–8
Feb. 29 – Mar. 11, 2016	District End-of-Year Benchmark in 8 th Grade Honors Math and Science	EOG and EOC Course
Apr. 13 – Apr. 25, 2016	End-of-Grade (EOG) Georgia Milestone Assessments Window	Grades 6–8
Apr. 25 – May 6, 2016	End of Course (EOC) Georgia Milestone Administration Window	Select Students in Grade 8 EOC
May 2 – 6, 2016	Scholastic Reading Inventory and Language Reading Scale (Lexile Assessments)	Grades 6–7
May 9 – 18, 2016	Post-SLO Test Administration Window and Final Exams	Grades 6–8
Jun., TBD	End-of-Grade Retest (EOG) –Georgia Milestone Assessments Window	Grade 8

HIGH SCHOOL TESTING DATES

Aug. 17 – 21, 2015	Scholastic Reading Inventory and Language Reading Scale (Lexile Assessments)	Grade 9
Aug. 17 – 21, Sept. 21 – 25, Oct. 19 – 23, 2015, Nov. 16 – 20; Jan. 25 – 29, Feb. 22 – 26, Mar. 14 – 18, 2016	EOC Mid-month Online for Opt-Out and Retest Opportunities	Grades 9–12
Aug. 24 – Sept. 4, 2015	Pre-SLO Test for year-long and semester courses Administration Window	Grades 9–12
Aug. 24 – Sept. 4, 2015	District Beginning-of-Year Benchmark in EOC courses	EOC Courses
Sept. 1 – Mar. 25, 2016	Georgia Alternative Assessment (GAA) – Portfolio	Grade 11
Oct. 14, 2015	PSAT (no charge for grades 9 and 10 students; fee for grade 11 students)	Grades 9, 10, and 11
Dec. 1 – 11, 2015	District Mid-year Benchmark in EOC Courses	EOC Courses
Dec. 7 – 18, 2015	Post-SLO for 18-week courses	Grades 9–12
Dec. 14 – 18, 2015	End of Course (EOC) Milestone Administration Window	Grades 9–12
Dec. 7 – 11, 2015	Scholastic Reading Inventory and Language Reading Scale (Lexile Assessments)	Grade 9
Jan. 19 – 29, 2016	Pre-SLO for semester courses Test Administration Window	Grades 9–12
Jan. 19 – Mar. 4, 2016	ACCESS for ELL Test Administration Window	English Learners, Grades 9–12
Jan. 25 – 29, 2016	CTAE ASSET Administration	CTAE Students
Feb. 29 – Mar. 11, 2016	District End-of-Year Benchmark in EOC Courses	EOC Courses
Apr. 12 – 18, 2016	CTAE End-of-Pathway Test Administration Window	CTAE Students
Apr. 25 – May 6, 2016	End of Course (EOC) Milestone Administration Window	Grades 9-12
May 2 – 13, 2016	Advanced Placement (AP) Exams	AP Students
May 2 – 27, 2016	International Baccalaureate (IB) Exams	IB Students
May 2 – 6, 2016	Scholastic Reading Inventory and Language Reading Scale (Lexile Assessments)	Grade 9
May 9 – 18, 2016	Post-SLO Test Administration Window and Final Exams	Grades 9–12
Jun., TBD	End of Course (EOC) Milestone Retest Administration Window	EOC Courses

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FOREWORD

This 2015-2016 Parent / Student Handbook contains information for parents, guardians, and students of Clayton County Public Schools. We urge parents/guardians to read and discuss this handbook with their children. Since it is not possible for this manual to address all issues that might arise during the school year, parents/guardians, and students should understand that local school administrators will use their professional judgment based on board policy and administrative rules to make decisions in specific situations not covered in this manual.

In Clayton County Public Schools, our vision is to be a *district of excellence preparing ALL students to live and compete successfully in a global society*. We realize that a vision of this magnitude requires focused work, high expectations for all, and a strong partnership between school and community. As outlined in the Academic Achievement Plan, we have identified four instructional priorities to frame our work: (1) literacy across the curriculum (2) critical thinking, (3) integrated technology, and (4) numeracy across the curriculum. For more information about the Academic Achievement Plan, please visit <http://www.clayton.k12.ga.us/Announcements/1506/2016AcademicAchievementPlanforWebPostingREVISED1FO.pdf>.

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

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

CLAYTON COUNTY PUBLIC SCHOOLS

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ACADEMICS

ACADEMIC INTEGRITY

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

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

DIPLOMA REQUIREMENTS

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

- Students who enroll from another state must meet the State Board of Education (SBOE) and the district graduation requirements
- Students who withdraw for more than one year must meet the SBOE and the district graduation requirements for their graduating class.

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

EXAM EXEMPTIONS – High School

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

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

Number of exemptions allowed by grade level:

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

In addition, seniors who have not met obligations will not be 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 textbooks, calculators, or library materials, fees not paid, and uniforms not returned. **See page 27 for more information.**

Definitions and Explanations:

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

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

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

GEORGIA MILESTONES ASSESSMENT SYSTEM (GEORGIA MILESTONES)

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

Georgia Milestone Assessment System includes:

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

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

GEORGIA STANDARDS OF EXCELLENCE (GSE)

On February 19, 2015, the State Board of Education (SBOE) voted to rename the Georgia Performance Standards (GPS) to the Georgia Standards of Excellence (GSE). The recently revised and State Board of Education approved English Language Arts (ELA) and Mathematics standards will be implemented during the 2015-2016 school year and will be called the ELA and Mathematics GSE.

The standards are anchored in college and career-ready expectations and were designed to ensure all students progress to the college and career ready level by the end of high school. They were developed by and for states in a voluntary effort led by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO). Furthermore, they represent a major advance in standards for Mathematics and English Language Arts. They are grounded in evidence about what it takes for high school graduates to be ready for college and careers and build on the finest state and international standards. They also provide a clear and focused progression of learning from kindergarten to high school graduation that will give teachers, administrators, parents, and students the information they need for students to succeed. Essentially, standards matter. When they are set at the college- and career-ready level, they set a clear bar and communicate a set of shared expectations across the system. The expectation is that a student will be ready for college and careers, by the end of high school. Ideally, high expectations drive the entire system from states to districts to classrooms towards excellence and increase the outcomes and opportunities for all students!

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

GIFTED

In compliance with Georgia Department of Education Rule 160-4.2-38 (IDDD), evaluation data for all students referred is gathered in four areas: Mental Ability, Achievement, Creativity, and Motivation. Additional follow-up evaluation, in any given area, may be requested for eligibility teams based on special circumstances and/or specific individual need. Gifted identification procedures begin as early as kindergarten and continue through grade 12. In order to identify all students in need of instructional modifications and/or special services, a comprehensive Talent Search is conducted annually and includes the following: Automatic Referrals, Structured Observations, and Individual Referrals.

GRADE REPORTS

Grade reports are issued every nine weeks and progress reports are issued every four and half weeks. We encourage parents/guardians to schedule a conference whenever these report cards contain information explaining academic deficiencies and areas of growth. Parents/guardians should contact their child’s teacher if there are any questions concerning grades recorded or information contained on the child’s report card. Parents may monitor their child’s grades on the Infinite Campus Parent Portal.

MAKE-UP WORK POLICY

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

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

MOVE ON WHEN READY DUAL ENROLLMENT PROGRAMS

Move On When Ready (MOWR) Dual Enrollment Programs offer students in grades 9-12 with the option of earning a high school diploma and college credit at the same time. Students are able to fulfill high school graduation requirements while earning a college credit toward a degree program. For more information, please see your high school counselor or contact the Coordinator of Guidance and Counseling at (678) 817-3124.

Administrative Regulation - Grading Systems

Code: IHA-R (1)

Grade Procedures for Schools

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

Parent Notification

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

Accuracy of Grade Reporting

Teachers are required to accurately maintain student performance, grades, and attendance. Student grades must be entered weekly in the district’s grade book program.

Elementary		Middle		High	
Classwork	50%	Classwork	45%	Classwork	25%
Tests	15%	Tests	15%	Tests	20%
Quizzes	15%	Quizzes	15%	Quizzes	10%
Projects	15%	Projects	15%	Projects	10%
Homework	5%	Homework	10%	Homework	15%
				Final Exam/End of Grade Assessments*	20%

*There are End of Grade Assessments weights: 20% for current high school students and 15% for current middle school students.

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

Plagiarism/Cheating

Cheating and plagiarism are considered very serious academic offenses. Principals will establish procedures for plagiarism/cheating. Any student who plagiarizes or cheats on an assignment and/or test should be referred to the administrator along with the supporting evidence.

Incomplete (I)

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

Grade Reporting

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

Report Card Grades for Grades K-2

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

Report Card Grades for Grades 3-5

Letter Grade	Definition	Grade Range Based on Graded Assignments	Description
A	Excellent	90-100	Exceeding content expectations
B	Good	80-89	Meeting content expectations
C	Progressing	71-79	Working towards meeting content expectations
D	Poor	70	Inadequate progress towards meeting content expectations
F	Failing	69 and below	Did not meet content expectations
NC	No Credit		Enrolled 10 days or less
I	Incomplete		Work requirements not completed

Report Card Grades for Grades 6-12

Numeric grades are assigned for all subjects:

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

Senior Exit Portfolio

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

SCHEDULE *NEW*

On August 10, 2015, high schools and middle schools will begin new start and ending times. The high school schedule will begin at 8:50 a.m. and end at 4:00 p.m., and the middle school schedule will begin at 8:15 and end at 3:10 p.m.

It should be noted that these changes will not affect elementary schools with start times that will continue to begin at 7:45 a.m. and end at 2:15 p.m.

EARLY DISMISSAL DAYS

CCPS has designated the following days for early dismissal: **August 26, 2015, September 16, 2015, October 7, 2015, February 12, 2016, and March 16, 2016.** On each designated Wednesday, bus transportation will be provided based on the following dismissal schedule:

2015-16 School Schedule	Start Time	End Times
Elementary Schools, White Academy, Unidos Elementary	7:45am	1:15pm
Middle Schools, Elite Scholars, and Unidos Middle	8:15am	2:10pm
High Schools and Flint River	8:50am	2:50pm
Ash Street – South Metro	9:00am	2:00pm

The early dismissal time will allow for our school staff to receive professional development and collaboration in order to support student learning.

Students that are attending Campus Kids will attend Campus Kids immediately upon dismissal on early dismissal days. Students that are involved in extra-curricular activities afterschool, such as rehearsals or sports practices, will be able to attend study hall immediately following dismissal until their normally scheduled practice times. This will enable students participating in these activities to complete homework assignments and study during teacher training and collaboration.

**HIGH SCHOOL GRADUATION REQUIREMENTS FOR
STUDENTS ENTERING NINTH GRADE 2008-2009 AND THEREAFTER**

In June 2008, the Clayton County Board of Education adopted a new set of graduation requirements that will assure our high school students graduate college and are work ready.

AREAS OF STUDY	COURSE REQUIREMENTS
English / Language Arts	4 units including: 1 unit of 9 th grade Literature and Composition 1 unit of American Literature and Composition
Mathematics	4 units of math including: 1 unit of Math 1 1 unit of Math 2 1 unit of Math 3 1 additional math unit chosen from the list of GPS/AP/IB designated courses
Science	4 units of science including: 1 unit of Biology (can be AP/IB) 1 unit of Physical Science or Physics (AP/IB) 1 unit of Chemistry, Earth Systems, Environmental Science, or an AP/IB course 1 unit of a 4th year, including any AP/IB, academic science, or career tech science
Social Studies	3 units of social studies including: 1 unit of World History 1 unit of United States History 1/2 unit of American Government/Civics 1/2 unit of Economics
Health and Physical Education	1 unit is required 1/2 unit of Health 1/2 unit of Personal Fitness <i>3 units of JROTC may substitute for the Health/PE requirement</i>
Electives	7 units of electives required 3 units must be in: CTAE and/or; Foreign Language; and/or Fine Arts <i>Students are encouraged to earn two units in the same language (required for entry into the University System of Georgia)</i> <i>Students are encouraged to select courses in a focused area of interest</i>
Total Minimum	23 units

STUDENT ADMISSIONS AND WITHDRAWAL

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

REQUIREMENTS FOR ENROLLMENT

Authority to Enroll:

1. Under the provisions stated in O.C.G.A. 20-2-690, a parent, guardian, grandparent, or another person has the authority to enroll a student who meets the age eligibility requirements; if the student's parent or legal guardian (or the student in the case of an emancipated minor) is a resident of the school district and provides proof of residence in accordance with regulations developed by the Superintendent; however, the student may be enrolled on a provisional basis for 30 days while awaiting such proof per State Department of Education rules.
2. A person enrolling the student acting under the authority of a power of attorney executed by a parent or guardian serving in the military will be required to show proof of a duly executed power of attorney. Such enrolling person is not required to obtain legal guardianship.
3. A grandparent with notarized power of attorney properly executed by a parent in accordance with O.C.G.A. 19-9-120 through 129 may enroll a child if a hardship prevents the parent caring for the child. The school system shall enroll a student, otherwise eligible to attend its schools, and allow such grandparents to act on behalf of their grandchildren without requiring them to go through court proceedings to obtain legal guardianship.
4. Other persons (as defined above) who are not the parent, guardian, or grandparent may enroll with proper documentation if the student resides with the enrolling person full-time for one of the following reasons:
 - a. Abandonment by the parent/guardian;
 - b. Death, incarceration or serious illness of the parent/guardian;
 - c. Parental abuse and/or neglect;
 - d. Mental or physical illness that prevents the parent from caring for the enrolling student;
 - e. Loss of housing due to a natural disaster;
 - f. Student resides in foster care group home or other facility that is located in the school district;
 - g. Other reasons as approved by the Superintendent or designee.
5. The person enrolling the student must be in control or charge of the student (standing in loco parentis – 7 days a week and 24 hours a day) if the person is not the parent or legal guardian of the student. Students will not be allowed to enroll in schools because of athletics or the desire to attend a particular school in the district.
6. If the person enrolling the student is neither a parent nor legal guardian of the student, a Non-Parental Affidavit Form will be provided by the Superintendent and will be required to be completed by the person enrolling the student.

Age Eligibility:

Other than students specifically exempted by rule or by law, the following individuals are eligible for enrollment:

1. Students who have attained the age of five by September 1 unless they attain the age of 20 by September 1, or they have received a high school diploma or the equivalent as prescribed in O.C.G.A. 20-2-150; or
2. Students who were legal residents of one or more other states or countries for a period of two years immediately prior to moving to Georgia, were legally enrolled in a public kindergarten or first grade accredited by a state or regional association of the equivalent thereof, would be eligible to enroll in Georgia schools provided that the Kindergartener is five years old by December 31; or the first grader is six by that date.
3. Students receiving special education services through the age of 21 or until they receive a regular high school diploma.

Evidence of Date of Birth:

1. Other than students specifically exempted by State Board rule or by Georgia law, before admitting any student to a school in the school system, the Superintendent or designee shall accept evidence in the order set forth below that shows the individual's date of birth:
 - a. A certified copy of a birth certificate, certified hospital-issued birth record or birth certificate;
 - b. A military ID;
 - c. A valid driver's license;
 - d. A passport;
 - e. An adoption record;
 - f. A religious record signed by an authorized religious official;
 - g. An official school transcript; or
 - h. If none of these evidences can be produced, an affidavit of age sworn to by the parent or guardian accompanied by a certificate of age signed by a licensed practicing physician, which states that the physician has examined the child and believes that the age as stated in the affidavit is substantially correct.
2. Upon presentation of one of these evidences above, a photocopy of the document shall be placed in the student's record and the document that is presented shall be returned to the parent, guardian, grandparent or other person.
3. A student will be identified in the local student information system (SIS) and in the Georgia Statewide Student Information System (GSSIS) by the student's legal name as it appears on the documentation submitted for age verification as cited above or in a court order changing the student's name.
4. Once a student has successfully enrolled in any publicly-funded Georgia school by providing one of the evidences cited above and is recorded in the Georgia Testing Identifier application (see SBOE Rule 160-5-1-07) further proof of age is deemed unnecessary.

Other Documents Required During the Enrollment Process:

The parent or guardian must provide:

- a. A copy of the enrolling student's social security number or sign a form stating the individual does not wish to provide the social security number, pursuant to O.C.G.A. 20-2-150. No student shall be denied enrollment for failing to provide his/her Social Security number or declining to apply for a Social Security number.
- b. A certificate in accordance with the provisions of O.C.G.A. 20-2-771, concerning the immunization of students, which includes an exception for religious grounds.
- c. A certificate in accordance with the provisions of O.C.G.A. 20-2-770, concerning nutritional screening and eye, ear, and dental examination of students.
- d. Pursuant to O.C.G.A. 20-2-670, a transferring student applying for admission to a grade higher than the sixth grade shall as a prerequisite to admission present a certified copy of his or her academic transcript and disciplinary record from the school previously attended.
- e. A student transferring from a Local Education Agency to another within the state of Georgia shall meet the criteria for continuation of gifted services established by the Local Board of Education of the receiving school system. There is no mandated reciprocity between states unless the student is a dependent of military personnel provided by O.C.G.G. 20-2-2140 et. seq.

Proof of residence shall be required, unless the student is homeless and the McKinney-Vento Act applies. A homeless child shall be enrolled immediately even in the absence of any appropriate documentation. Upon determining that a student is homeless, the child must be allowed to either remain in the district in which he or she was enrolled prior to becoming homeless or enroll in the district where he or she is now located. Proof of residence is not required at this time. The employee or other designated individual responsible for care of homeless students shall assist the homeless student in acquiring the necessary records for enrollment. Proof of residence for students who do not meet the McKinney Vento Act criteria, can be shown by providing two or more of the following items:

- a. Home ownership title in the name of the parent/guardian/enrolling person for the location of the legal residence;
- b. Current lease or rental agreement, including the name, address, and/or telephone number of the lessor;
- c. Current utility (gas, telephone, power, water, and sewer) monthly statement which evidences the location of the legal residence;
- d. Current Georgia driver's license or Georgia identification card which evidences the location of the legal residence;
- e. Current bank, credit union, or other financial institution documentation (loan documents, card statement, monthly activity statement) which evidences the location of the legal residence; Mail delivered by the United States Postal Service other than general mail addressed to occupant or resident.
- f. Employer documentation (application for employment, health insurance, previously issued W-2 or Form 1099) which evidences the location of the legal residence;
- g. Voter registration documentation from Clayton County;
- h. A current motor vehicle registration (tag receipt);
- i. Any other documentation(s) that will provide evidence of intent to remain at the location of legal residence within the geographic boundaries of the school system.

In the event none of the above documentation or the documentation submitted is sufficient in the opinion of the school system to verify a legal residence within the attendance zone, the principal or designee may require the parent/guardian claiming residency to complete a sworn and notarized statement of legal residence by the enrolling person and the residence owner/leasing agent. The school or designee may also take steps to verify the residence within the school system which may include, but are not limited to, investigation by the school social worker and confirmation with the leasing agent.

Georgia High School Athletic Association Eligibility

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

Provisional Enrollment:

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

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

STUDENT WITHDRAWALS

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

1. Enrolling Adult:

- a. The student will be withdrawn by the person who enrolled him/her in school.
- b. The parent or guardian may provide written permission for another person to withdraw the student from school and the school will verify the information.

2. Withdrawal without parent or guardian permission

Clayton County Public Schools reserves the right to withdraw a student without parent permission who is not receiving instructional services from the school system through hospital homebound instruction under the following circumstances:

- a. Clayton County Public Schools will withdraw students who accumulate 10 or more consecutive days of unexcused absences from school. Before withdrawing a student according to this criteria the Principal will:
 1. Notify the parent(s) or guardian(s) of the student of the intent to withdraw
 2. Contact the school social worker and submit a social referral
 3. Provide interventions for student conduct and absences in accordance with local procedures
 4. Meet with the Department of Exceptional Students to review the student's records for Special Education services
 5. Withdraw the student from school on the last day the student attended school
 6. Permit the student to re-enroll in school

Other Documents Required During the Enrollment Process:

The parent or guardian must provide:

- a. A copy of the enrolling student's social security number or sign a form stating the individual does not wish to provide the social security number, pursuant to O.C.G.A. 20-2-150. No student shall be denied enrollment for failing to provide his/her Social Security number or declining to apply for a Social Security number.
- b. A certificate in accordance with the provisions of O.C.G.A. 20-2-771, concerning the immunization of students, which includes an exception for religious grounds.
- c. A certificate in accordance with the provisions of O.C.G.A. 20-2-770, concerning nutritional screening and eye, ear, and dental examination of students.
- d. Pursuant to O.C.G.A. 20-2-670, a transferring student applying for admission to a grade higher than the sixth grade shall as a prerequisite to admission present a certified copy of his or her academic transcript and disciplinary record from the school previously attended.
- e. A student transferring from a Local Education Agency to another within the state of Georgia shall meet the criteria for continuation of gifted services established by the Local Board of Education of the receiving school system. There is no mandated reciprocity between states unless the student is a dependent of military personnel provided by O.C.G.G. 20-2-2140 et. seq.

Proof of residence shall be required, unless the student is homeless and the McKinney-Vento Act applies. A homeless child shall be enrolled immediately even in the absence of any appropriate documentation. Upon determining that a student is homeless, the child must be allowed to either remain in the district in which he or she was enrolled prior to becoming homeless or enroll in the district where he or she is now located. Proof of residence is not required at this time. The employee or other designated individual responsible for care of homeless students shall assist the homeless student in acquiring the necessary records for enrollment. Proof of residence for students who do not meet the McKinney Vento Act criteria, can be shown by providing two or more of the following items:

- a. Home ownership title in the name of the parent/guardian/enrolling person for the location of the legal residence;
- b. Current lease or rental agreement, including the name, address, and/or telephone number of the lessor;
- c. Current utility (gas, telephone, power, water, and sewer) monthly statement which evidences the location of the legal residence;
- d. Current Georgia driver's license or Georgia identification card which evidences the location of the legal residence;
- e. Current bank, credit union, or other financial institution documentation (loan documents, card statement, monthly activity statement) which evidences the location of the legal residence; Mail delivered by the United States Postal Service other than general mail addressed to occupant or resident.
- f. Employer documentation (application for employment, health insurance, previously issued W-2 or Form 1099) which evidences the location of the legal residence;
- g. Voter registration documentation from Clayton County;
- h. A current motor vehicle registration (tag receipt);
- i. Any other documentation(s) that will provide evidence of intent to remain at the location of legal residence within the geographic boundaries of the school system.

In the event none of the above documentation or the documentation submitted is sufficient in the opinion of the school system to verify a legal residence within the attendance zone, the principal or designee may require the parent/guardian claiming residency to complete a sworn and notarized statement of legal residence by the enrolling person and the residence owner/leasing agent. The school or designee may also take steps to verify the residence within the school system which may include, but are not limited to, investigation by the school social worker and confirmation with the leasing agent.

Georgia High School Athletic Association Eligibility

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

Provisional Enrollment:

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

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

STUDENT WITHDRAWALS

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

1. Enrolling Adult:

- a. The student will be withdrawn by the person who enrolled him/her in school.
- b. The parent or guardian may provide written permission for another person to withdraw the student from school and the school will verify the information.

2. Withdrawal without parent or guardian permission

Clayton County Public Schools reserves the right to withdraw a student without parent permission who is not receiving instructional services from the school system through hospital homebound instruction under the following circumstances:

- a. Clayton County Public Schools will withdraw students who accumulate 10 or more consecutive days of unexcused absences from school. Before withdrawing a student according to this criteria the Principal will:
 1. Notify the parent(s) or guardian(s) of the student of the intent to withdraw
 2. Contact the school social worker and submit a social referral
 3. Provide interventions for student conduct and absences in accordance with local procedures
 4. Meet with the Department of Exceptional Students to review the student's records for Special Education services
 5. Withdraw the student from school on the last day the student attended school
 6. Permit the student to re-enroll in school

ATTENDANCE

ABSENCES

Research documents that frequent absences interrupt student learning, which can affect interest and attitude toward school. Clayton County Public Schools is committed to working cooperatively with parents and students to improve daily and on-time attendance. For a student to be marked present for a full school day, the student must be in attendance for one half or more of the school day. The student will be marked absent if the requirements for a full school day are not met. According to Georgia School Board Rule-JB and O.C.G.A. 160-5-1-10, "Local boards of education shall adopt policies and procedures excusing students under the following circumstances as a minimum."

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

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

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

ABSENCES/AFTER-SCHOOL ACTIVITIES

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

ABSENCE NOTIFICATION

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

The school staff will make a conscious effort to notify parents that their child is absent from school; however, this cannot be achieved if the school does not have updated phone numbers. If your child has an appointment, please check the student in as soon as possible upon return to school to get the most benefit of the academic day. **Parents: If your phone number(s) and/or address change during the school year, please notify the school immediately. This supports immediate contact with you in the event of an emergency.**

ATTENDANCE

- Students 10 years or older by September 1 shall sign a statement indicating receipt of the letter that states the possible consequences and penalties related to absenteeism.
- Under Georgia's Compulsory Attendance law (O.C.G.A. 20-2-150), every parent, guardian, or other person residing in the state of Georgia is required to enroll and send children in their care between the ages of 6 and 16 to a public, private, or home school unless the child is specifically exempt. Children shall be expected to be in attendance for 176 days, unless lawfully excused, for the full session or sessions of the school which the child is eligible to attend. Children enrolled for 20 days or more in the public schools of Georgia prior to their seventh birthday shall be subject to the provisions of the Compulsory Attendance Law.

ATTENDANCE PROCEDURES FOR UNEXCUSED ABSENCES

In compliance with state law, the Chief Judge of the Superior Court has established a Student Attendance Protocol Committee in Clayton County to ensure coordination and cooperation among officials, agencies, as well as programs, reducing the number of unexcused absences from school and increasing the percentage of students present to take state mandated tests. Three of the positions on the committee are allocated to school system employees (the Superintendent, a certificated school employee, and a certificated school social worker) and one position is allocated to a local school board member. To meet the requirements of the state law, Clayton County Public Schools has collaborated with the Student Attendance Protocol Committee in developing attendance procedures to be implemented at each school. The chart on the next page summarizes the procedures related to compulsory school attendance laws.

ATTENDANCE RESPONSIBILITIES

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

School Responsibilities

- In order to be systematic in telephone checks, school personnel will make a conscious effort to call parents/guardians of absentees.
- Teachers will input attendance at the high schools every period, every day.
- Schools will keep on file telephone numbers where parents/guardians can be reached. Parents/guardians will be asked to furnish the school with an alternate person should the school be unable to reach them.

Parent Responsibilities

- Support the school and your children by discussing with them the importance of daily and on-time attendance and the effect it has on the educational process.
- Communicate with the school regularly to monitor the progress of your child.
- Provide current and accurate phone numbers to prevent delay/lack of communication between you and your child’s school.
- Inform your child of the time the school day begins and ends.
- Be aware of state law (Georgia codes) for attendance and understand the penalties/consequences for absences and tardies.
- Understand and adhere to CCPS attendance and procedures.
- Call the school to inform them that your child is absent. Make arrangements for make-up work and/or missed tests/quizzes at the time of the call.
- Provide notes/doctor’s excuses with the date and reason for the absence within three days of your child’s return to school.

Student Responsibilities

- Be aware of state law (Georgia Codes) for attendance and understand the penalties/consequences for absences and tardies
- Understand and adhere to CCPS attendance and procedures.
- Bring the note/doctor’s excuses provided by your parent to the designated person at the school within **three days** of your return to school.
- Be aware of the time school begins and ends.
- Attend all classes.
- Be on time for all classes.
- Complete all make-up work, homework, and missed tests.
- Request assistance when there are questions concerning make-up work, homework, and missed tests.

Tardy

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

Attendance Protocol Chart for Elementary, Middle and High School

By September 1 of each school year or 30 days after enrollment of student (Students under 16 years of age)	A parent notification letter will be issued, explaining attendance expectations and possible penalties/consequences of unexcused absences. The form requires the signatures of the parent/guardian and student (ages 10 and up) by September 1 of each school year.
Three (3) Unexcused Absences	A notification letter will be sent to parent(s)/guardian(s) reminding of possible penalties/consequences of absences, as well as explaining attendance expectations. The attendance designee and the school social worker will collaborate weekly to review data and ensure that letters have been generated and processed according to procedures.
Five (5) Unexcused Absences	Principal designated attendance personnel will send a notification letter reminding parent(s)/guardian(s) of possible penalties/consequences of misdemeanor violation and requesting participation in Student Attendance Committee (SAC) Meetings. The purpose of the meeting is to identify and implement strategies to deter continued absenteeism. The school may refer the family to the school social worker to assess the attendance problem, increase intensity of strategies, and/or refer to community agencies. Community agencies may include the Attendance Support Center Saturday Sessions or other agencies to support student attendance.
Ten (10) or more Unexcused Absences (Truancy Protocol)	Additional Student Attendance Committee (SAC) meetings may take place, and appropriate referrals to Clayton County Child Student Team (Quad CST) may be initiated. The school system may refer the student and family to the Clayton County Juvenile Court if parent(s)/guardian(s) are noncompliant with attendance interventions or attendance does not improve after the student has accumulated ten unexcused absences according to House Bill 242.

COMPULSORY SCHOOL ATTENDANCE

State law requires that every child who has celebrated his/her sixth birthday, but not yet celebrated his/her 16th birthday, must be enrolled in school **O.C.G.A. 20-2-690.1 (a)**. According to **O.C.G.A. 20-2-150 (c)**, all children enrolled for 20 days or more prior to their seventh birthday are subject to the Code Sections 20-2-690 through 20-2-702, and the rules and regulations of the Georgia State Board of Education relating to compulsory school attendance. A parent/guardian or other person residing in the State of Georgia who has control or charge of a student who is enrolled in public school is responsible for ensuring that the student attends school, in accordance with **O.C.G.A. 20-2-690.1 (b)**. Any parent, guardian, or other person residing in this state who has control or charge of a child or children and who violates this Code section shall be guilty of a misdemeanor and, upon conviction thereof, shall be subject to a fine not less than \$25.00 and not greater than \$100.00, imprisonment not to exceed 30 days, community services, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day’s absence from school in violation of this part after the child’s school system notifies the parent, guardian, or other person who has control or charge of a child of five unexcused days of absence for a child shall constitute a separate offense. **O.C.G.A. 20-2-690.1(b)** also states that it is the responsibility of the student or parent/guardian to see that the student maintains regular attendance for a full session of school in accordance with the law. Any student shall have the right to request and receive, within three business days from the date of such request, a letter from his or her school administrator indicating that the student is enrolled full-time and has an attendance record in good standing for the current academic year.

DRESS AND GROOMING

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

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

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

ELEMENTARY UNIFORM DRESS CODE

FEMALE STUDENTS

TOPS OR SHIRTS

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

PANTS/SHORTS/SKIRTS

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

OTHER ITEMS

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

MALE STUDENTS

TOPS OR SHIRTS

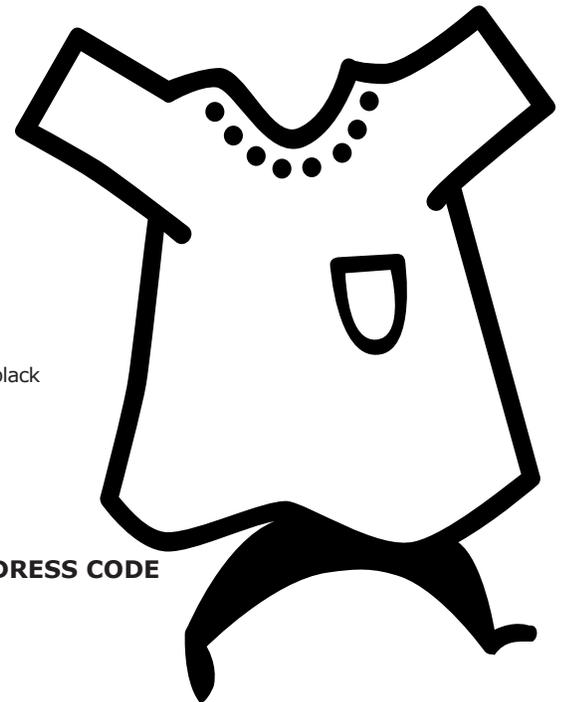
- Tops should have either a polo style collar or a button down collar
- Colors for tops may be school colors or neutral - white
- Shirts longer than three (3) inches below the waist must be tucked into pants

PANTS/SHORTS

- Pants or shorts should be khaki style or dress pants in colors khaki, blue, or black

OTHER ITEMS

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



MIDDLE AND HIGH SCHOOL UNIFORM DRESS CODE

FEMALE STUDENTS

TOPS OR SHIRTS

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

PANTS/SHORTS/SKIRTS

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

MALE STUDENTS

TOPS OR SHIRTS

- Tops will have either a polo style collar or a button down collar
- Colors for tops will be school colors or white
- Shirts longer than three (3) inches below the waist must be tucked into pants

PANTS/SHORTS

- Pants or shorts should be khaki (tan) style or dress pants in colors khaki, navy blue, or black. (Not jean style material)
- Pants must be completely buckled, belted, buttoned or fastened without tears
- Pants shall be worn so that the waistband is worn at the waist and not below the waist

DRESS AND GROOMING CONT.

ALL STUDENTS

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

DESIGN, EMBLEM OR LETTERING

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

ALL STUDENTS- DRESS AND GROOMING

GENERAL RULES AND REGULATIONS

The following applies to uniform dress:

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

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

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

UNACCEPTABLE ATTIRE

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

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

UNACCEPTABLE SHORTS

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

VOCATIONAL-TECHNICAL CENTERS:

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

FEMALE BASIC STANDARDIZED CLOTHING:

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

MALE BASIC STANDARDIZED CLOTHING:

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

DRESS AND GROOMING CONT.

SCHOOL T-SHIRTS:

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

"DRESS UP" OR "PROFESSIONAL DRESS" DAYS:

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

"DRESS DOWN" DAYS:

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

OUTER GARMENTS:

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

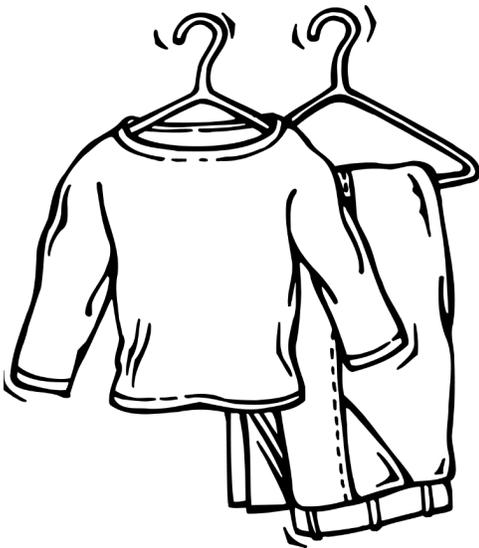
- Long overcoats or sweaters that might serve to conceal contraband shall be removed immediately upon arrival at the school or function.
- Students with disabilities may be granted a reasonable accommodation. Such requests shall be produced in writing and submitted to the principal for approval.

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

UNIFORM DRESS CODE PROCEDURES:

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

1. Should the student arrive at school out of uniform, he/she will be expected to change into said uniform. Failure to do so shall be treated as insubordination.
2. Any student who refuses to do so shall be subject to discipline, including study hall, detention and in-school suspension.
3. Students who violate the Uniform Dress Code will face disciplinary action involving one of the following:



First Offense

- Parent Contact (administrator or designee)
- Verbal warning and dress code violation corrected
- Violation will be logged into a uniform violation notebook
- Modification of clothing

Second Offense

- Parent Contact (administrator or designee)
- Verbal warning and dress code violation corrected
- Assignment of school or teacher detention or administrative study hall
- Violation will be logged into a uniform violation notebook
- Modification of clothing

Third Offense

- Student conference and dress code violation corrected
- Violation will be logged into a uniform violation notebook
- Parents notified by administrator or designee
- Additional disciplinary action at the discretion of the administrator including, but not limited to, referral to school counselor and/or school social worker
- Referral to a community-based resource education awareness class

Fourth or Additional Offenses

- Parent and student conference with administrator or designee
- Violation will be logged into a violation log
- Assignment to Friday/Saturday School (i.e. Discipline Management Class)
- Additional disciplinary action at the discretion of the school administrator including but not limited to referral to School Counselor and/or School Social Worker

FINE ARTS MAGNET PROGRAMS

Every student in the school of the arts program is required to meet specific academic and behavior guidelines. Upon entering the program, parents and students sign a commitment form stating that, in order to remain in the program, the guidelines below must be met.

Jackson Elementary School of the Arts

- A. Students cannot receive two or more discipline referrals.
- B. Students cannot receive grades of NI and/or U for behavior.
- C. Students in grades 3-5 must maintain a "C" or above in all subjects. Students in grades K-2 must maintain an "S" in all subjects.
- D. Students must attend all performances or complete the approved alternate assignment.

At the end of the semester, the student will be placed on probation if the student has not met the required standards (i.e. maintained a "C" average or above in any class). At the end of the second semester, the student will be dismissed from the program if the required standards still have not been met.

***Conduct:**

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

A student can be placed on probation if any of the above requirements are not met. If any one of the offenses listed above is violated other than the offense for which your student is being placed on probation, dismissal from the program will occur. If the same is violated for which the student was placed on probation, dismissal will occur based on the following:

- Five (5) unexcused absences or tardiness on 10 occasions following probation for attendance reasons
- One (1) discipline referral reported to the administrative staff following probation for attendance reasons
- One (1) additional grade in any subject lower than "C" in grades 3-5 or lower than an "S" in grades K-2 on a report card following probation for academic reasons
- One (1) additional occurrence in which the student did not attend a performance and did not complete the alternate assignment following probation for performance reasons

If there is another office referral for behavior or grade of NI or U for conduct on the progress report or report card, your child will be dismissed from the program immediately and the child must return to their attendance area school.

M.D. Roberts Middle School Fine Arts Magnet

Academic: Failure to meet the standards below in any grading period will result in academic probation for the following grading period. Students who fail to meet this standard for two consecutive grading periods will result in dismissal from M.D. Roberts Middle School Fine Arts Magnet or M.E. Stilwell School of the Arts.

M.D. Roberts Middle School Fine Arts Magnet

- Maintain a "C" Average or above (no D's or F's in any class)
- Satisfactory conduct grades (no NI's or U's for conduct)
- Be eligible for promotion to the next grade at the end of the regular school year

At the end of the 9 week grading period, the student will be placed on probation if the student has not met the required standards (i.e. maintained a "C" average or above in any class). At the end of the second 9 week grading period, the student will be dismissed from the program if the required standards still have not been met.

***Conduct:**

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

M.E. Stilwell School of the Arts

- Pass fine arts classes with an 80% (B) or better
- Maintain overall 2.6 GPA per semester
- Be eligible for promotion to the next grade at the end of the regular school year

At the end of the semester, the student will be placed on probation if the student has not met the required standards (i.e. maintained a "C" average or above in any class). At the end of the second semester, the student will be dismissed from the program if the required standards still have not been met.

*M.E. Stilwell has a different schedule than other high schools in Clayton County Public Schools. As a result, students that are dismissed before the semester or parents that withdraw their student before the end of the semester must meet with the school counselor to determine the impact of leaving the school before the semester.

Attendance: Failure to meet the expectations listed below will result in the student being placed on probation for the remainder of the school year. The student/parent will be required to provide an excuse for all subsequent tardies or absences according to the Georgia State Board Rule JB and O.C.G.A 160-5-1-10. Students who fail to meet this expectation will be dismissed from the program.

***Conduct:**

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

All Clayton County Public School Magnet Schools

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

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

GENERAL INFORMATION

ASBESTOS NOTIFICATION

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

ANNUAL NOTIFICATION OF NONDISCRIMINATION

Clayton County Public Schools (CCPS) does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations. Clayton County Public Schools' Career, Technical, and Agricultural Education (CTAE) department does not discriminate in enrollment or access to any of the available programs located in middle or high schools. The challenging CTAE curriculum, in conjunction with core academics, provides a robust academic skills and hands-on experience. Program offerings include: Automotive, Agricultural Science, Broadcast/Video Production, Business and Computer Science/IT, Construction, Cosmetology, Culinary Arts, Engineering and Technology, Education, Graphic Communication and Design, Government and Public Safety including JROTC, Healthcare Science, and Marketing Education. Program offerings vary by school location. The lack of English language skills shall not be a barrier to admission or participation in the district's activities and programs. Clayton County Public Schools does not discriminate in its hiring or employment practices. This notice is provided as required by the Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the American Disability Act of 1990. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the designated compliance coordinator(s). Office of Legal Compliance, 1058 Fifth Avenue Jonesboro, GA 30326 or via phone: (770) 473-2700.

ENGLISH TO SPEAKERS OF OTHER LANGUAGES PROGRAM (ESOL)

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

LANGUAGE SERVICES

Clayton County Public Schools offers interpreting services at no cost to parents. Parents can request services from school officials or call the International Center at 404-608-2605 to request an interpreter for a meeting or conference.

EXTRACURRICULAR ACTIVITIES FOR STUDENTS - Middle and High School

Opportunities for exploring, developing and widening students' range of interest and for helping students develop leadership and poise are offered through extracurricular activities. Participation in these activities enables students to learn how to plan and work with others. Students are encouraged to participate in at least one extracurricular activity. Many clubs and athletic groups representing the school have a minimum grade point average standard for joining and maintaining membership. **The Georgia High School Association "No pass/No participate" policy requires students to pass at least five classes the previous semester and to be academically on track in order to participate in interscholastic competitive events or activities.** Students participating in interscholastic competitive events or extracurricular activities must have earned the appropriate units and remain on track academically. All first time ninth graders may participate in interscholastic competitive events; however, students must earn 2.5 units counting toward graduation to maintain eligibility. For eligibility purposes, all make-up work must be completed within 10 calendar days following the conclusion of the semester. Questions concerning "No pass/No participate" should be directed to administrators. To participate in extracurricular activities, students must be counted present for the school day. If school is in session, suspended students assigned to ISS or OSS will not be allowed to participate in any activities or function during the school day until they return to their regular classes in good standing.

STUDENT ORGANIZATIONS

The names of student clubs and organizations, the mission or purpose of such clubs or organizations, 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 school provided information and/or on school websites for each school. This information is updated periodically throughout the year.

Family Educational Rights and Privacy Act (FERPA)

Rights under the Family Educational Rights and Privacy Act are below:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask Clayton County Public Schools to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures can be found in Policy JR, Student Records, at www.clayton.k12.ga.us.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education such as, a school or District approved volunteer, a person or company that is under the direct control of the District with respect to the use and maintenance of Education records and with whom the District has contracted or who volunteers to perform a service or function for which the District would otherwise use employees (such as an attorney, auditor, medical consultant, therapist, insurance adjuster); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses educational records without consent to officials of another school district or school in which a student seeks or intends to enroll.

GENERAL INFORMATION

- The right to file a complaint with the U. S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is the Family Policy Compliance Office, U. S. Department of Education, 400 Maryland Avenue, SW., Washington, D. C. 20202-8520.
- The District may disclose appropriate designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. Directory information is information that is generally not considered harmful or an invasion of privacy if released. Directory information includes a student's name, address, email addresses, phone number(s), date and place of birth, grade level, dates of attendance, most recent previous school attended, awards received, photograph/image, participation in school activities and sports, as well as weight and height of members of athletic teams, degrees, or similar information. The District may include personally identifiable information in school publications such as a playbill, showing your student's role in a drama production; the school/District website; the annual yearbook; honor roll or other recognition lists; graduation programs and sports event publications; such as a football game program, District classroom or District websites or blogs for the purposes of recognizing student achievement or informing the community about school or District events.

Parents/Guardians of students under 18 years of age or a student 18 years of age or older objecting to the release of this information should place their objection in writing and notify the School Principal no later than ten calendar days after the first day of school, or within ten calendar days of the student's enrollment.

A sample letter is displayed below:

_____ (date)
Dear _____: (principal's name)
I am writing to object to the release of the directory information for:
_____ (student's name)
Under the Family Education Rights and Privacy Act (FERPA).
Sincerely,
_____ (Parent/Guardian/Student 18 and over signature)

FIRE DRILLS AND SEVERE WEATHER WARNINGS

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

INSURANCE

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

LOCKERS

Lockers are rented to students. The locker is school property, and as such, may be inspected by school officials. Students should not put personal locks on school lockers. The use of a locker may be taken away if the privilege is abused. Lockers should not be shared. All items found in the locker will be the sole responsibility of the student renting the locker.

MOMENT OF SILENCE/REFLECTION

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

OBLIGATIONS

In accordance with Code Section 20-2-1013 SB289-"All hardbound or softbound textbooks, library books and media materials purchased by local units of administration with state Quality Basic Education Program funds or any other means of acquisition shall remain the property of the local unit purchasing or acquiring them. Assistive technology devices and digital versions of textbooks that are acquired may remain the property of the student; provided however, that this shall not be construed to violate any contracts or copyrights laws. Each local units of administration shall establish such policies as it deems necessary for the care and protection of its textbooks, library books, and media materials as a condition to receiving all or part of the state contributed Quality Basic Education Program funds allotted to the local unit. Such policies may include any of the following sanctions against a pupil who fails or refuses to pay for a lost or damaged textbook, library book, or media material at the replacement cost:

- (1) Refusal to issue any additional textbooks, library books, or media materials until restitution is made.
- (2) Withholding of all grade cards, diplomas, or certificates of progress until restitution is made.

No local unit of administration shall require any pupil or parent to purchase any textbook, library book, or media material except in cases where the pupil damages, loses, or defaces such item either through willful intent or neglect."

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

PARKING ON CAMPUS (HIGH SCHOOLS ONLY)

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 and campus police reserves the right to suspend and/or revoke the campus parking privileges of any student who violates parking rules and regulations or who has an outstanding debt obligation with the school.

- Parking decals must be displayed.
- Parking privileges may be suspended for students who abuse parking privileges by arriving late or leaving campus without permission or who operate vehicles unsafely.

GENERAL INFORMATION

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

PERSONAL PROPERTY ON CAMPUS

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

PLEDGE OF ALLEGIANCE

During the morning announcements, the opportunity will be provided for students and teachers to recite the Pledge of Allegiance. Although reciting the pledge is a way of expressing patriotism and support of those rights guaranteed by our democracy, individuals who have religious convictions or other objections to reciting the pledge may refrain from doing so. The homeroom teacher should be notified in advance. Otherwise, individuals are expected to stand and participate in the pledge. Non adherence warrants no punishment.

PPRA NOTICE

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

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

Receive notice and an opportunity to opt a student out of:

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

Inspect, upon request and before administration or use:

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

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law. After requesting parental input, Clayton County Public Schools developed and adopted policies regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Clayton County Public Schools will directly notify parents of these policies annually at the start of each school year and after any substantive changes.

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

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

SCHOOL CLOSINGS

In case of inclement weather and possibility of all Clayton County Public Schools being closed, the public is instructed to check the CCPS website at www.clayton.k12.ga.us and tune in to WSB Channel 2 or WSB-AM (750) radio for the official closing of the school system. All official announcements are made via these media.

SCHOOL COUNCIL

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

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

A minimum of four meetings are held at the school. The meetings and records are subject to the Open Meetings Act. Contact your principal for information on school councils.

SELECTIVE SERVICE REGISTRATION (HIGH SCHOOL ONLY)

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

TEACHER'S DETENTION HALL

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

TELEPHONES AND MESSAGES

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

VOLUNTEERS

Clayton County Public Schools also value and support individual volunteers. The District will require background checks on any volunteers (including parents) who meet the following criteria:

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

The volunteer who has reason or cause to believe that a child is being or has been abused (including being neglected) shall report that abuse to the principal or designee and the volunteer will abide by HB 1176.

VOTER REGISTRATION

Two teachers from each high school are deputized to register students to vote at 17 ½ year of age in preparation for voting when the student attains 18 years of age. Students are strongly encouraged to vote. April has been designated as Voter Registration Month; however, students are registered throughout the year.

WORK PERMITS

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



Infinite Campus Parent Portal Guide

Introduction

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

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

How it Works

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

Access to the Campus Portal

Instructions for acquiring your user name and login are provided on the CCPS web site.

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

- ⊙ Select – Students and Parents
- ⊙ Select – Infinite Campus for Parents
- ⊙ Select – Parent Portal Quick Guide

Security Features

The Campus Portal incorporates the highest level of security. Parents and guardians can see only information related to the child(ren) they are authorized to view. Parents and guardians will have access only to the links they have been given permission. This is dependent upon the information provided about parent and guardian rights, living arrangements, etc. By default, the system will automatically end any user session that has been dormant for 60 minutes.

Five unsuccessful login attempts will disable the portal account. In order to use the portal again, parents will need to contact the school to have the account reactivated. Additional security settings include an access log that monitors successful logins.

Account Access Procedures

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

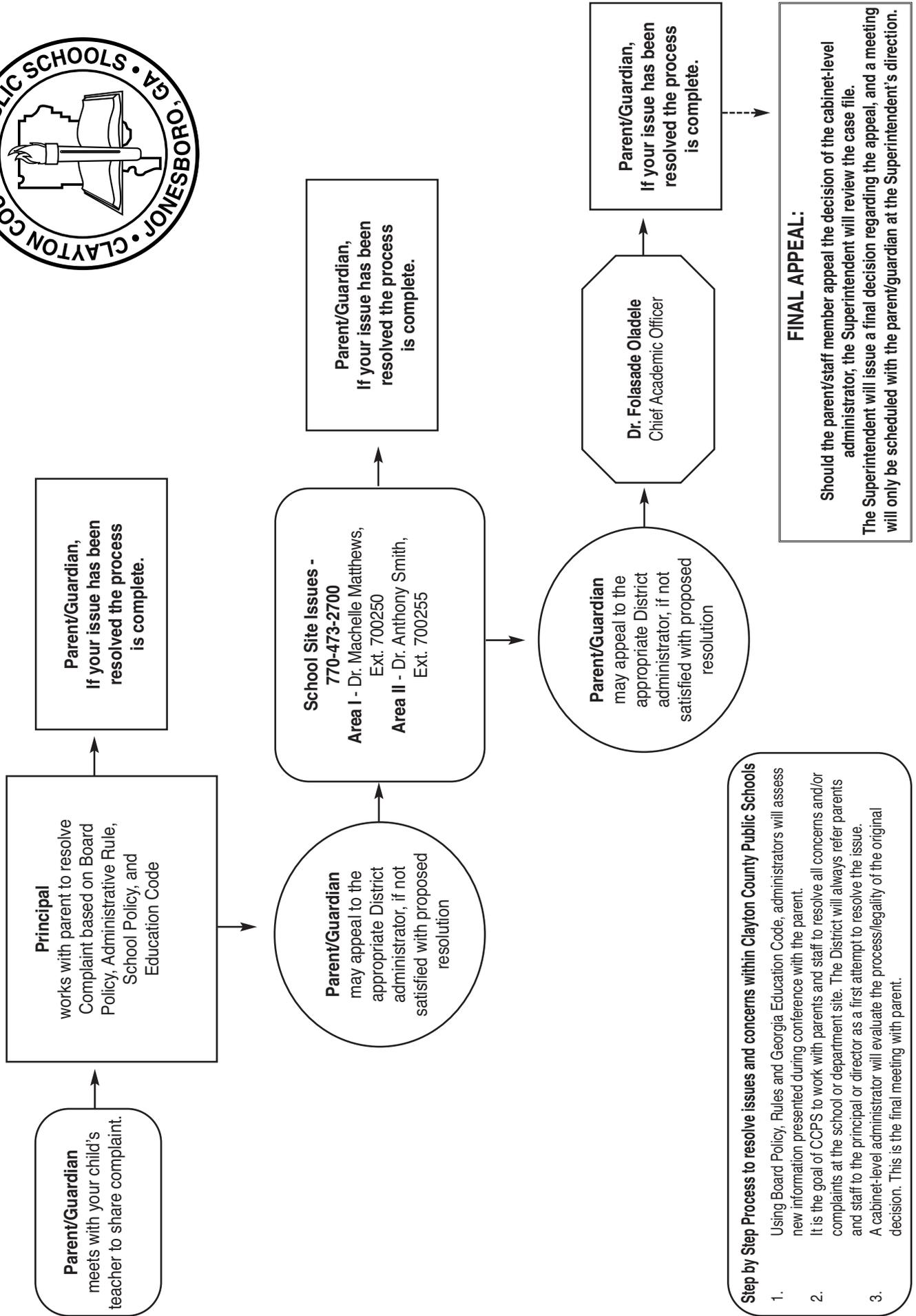
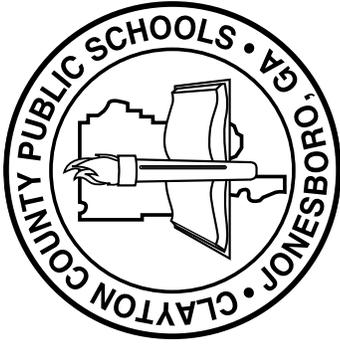
Portal Login Screen: <https://sis.clayton.k12.ga.us/campus/portal/clayton.jsp>

1. From the Portal Login page, select the Click Here link next to "If you do not have an Activation Key". This option is only used when a username and password needs to be created. Enter the requested information and click the Activate Your Parent Portal Account Now to create your username and password.
2. The Activation Screen will display. Here is where you will enter the Activation Key you received in the previous step.

For more information about the Infinite Campus Parent Portal, please view the guide at <http://www.clayton.k12.ga.us/CStars/docs/InfiniteCampusParent-PortalGuide.pdf>.



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. A cabinet-level administrator will evaluate the process/legality of the original decision. This is the final meeting with parent.
- 3.

CLAYTON COUNTY PUBLIC SCHOOLS PARENTAL INVOLVEMENT POLICY 2015-2016 REVISED MAY 27, 2015

The Clayton County Board of Education affirms and assures the rights of parents and teachers of children being served in activities funded by Title I, No Child Left Behind, 2001 (NCLB) opportunities to participate in the design implementation of these activities. All parents of eligible Title I students will be invited to an Annual Parent Informational meeting held at the beginning of school year. The annual public meeting will provide an opportunity for parents to obtain information about Title I programs and ask questions as related to Title I and other federal programs. The Title I parent involvement policy is updated and revised annually. Additional activities held periodically during the school year may include, but are not limited, to the following:

1. Notify each child's parent of the results of the annual school review of CCRPI for parental input opportunities on the school improvement plan
2. Notify parents that a school has been identified for school improvement, corrective action, or restructuring. The notification must include the following elements:
 - An explanation of what identification means, and how the school compares to other Clayton County Schools
 - The reason for the identification
 - What the school is doing to address the problem of low achievement
 - What the Clayton County Board of Education and Georgia State Department of Education are doing to help the school address the problems
 - The parents' options regarding their right to seek services through Flexible Learning Programs and supplemental Title I tutoring at their child's school.
3. Reporting the child's progress to the parents
4. Providing information concerning the Title I Program
5. Parent-Teacher conferences at Parent Teacher Association (PTA)/Parent Teacher Organization (PTO) meetings and open house held at schools
6. Parent survey for providing input in future program development
7. Dissemination of evaluation results and school report card
8. A school-parent compact
9. Opportunities for parent education and awareness through a series of training workshops
10. Provide home activities to reinforce learning
11. Notice of the professional qualification of teachers at the beginning of each school year
12. Timely notice to parents if their child is taught for four or more consecutive weeks by a teacher who is not highly qualified
13. Collect all non-satisfactory parents' comments regarding school plans
14. Provide a master calendar on the website for district parent meetings

Parents and teachers shall annually assess the effectiveness of the parent involvement program and determine what action needs to be taken, if any, to build the capacity of parents to help their children achieve high standards. A response to the recommendations by parents will be made through a newsletter.

The Clayton County Board of Education and all schools shall:

- Provide assistance to parents of participating Title I children in understanding such topics as the state's academic content and achievement standards, the assessments being used, the requirements of Title I, Part A, and how to monitor their children's progress and work with educators to improve their achievement. Provide materials and training, such as literacy training and training on how to use technology, to help parents to work with their children to improve achievement.
- Educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school. Title I will coordinate and integrate parental involvement programs with other programs such as Early Intervention Program (EIP), counselors, PTA/PTO's, Lottery Pre-K Program, Neglected & Delinquent (N&D) institutions, Homeless, Drug Free Schools, and Adult Education, that encourage and support parents in more fully participating in the education of their children.

- Ensure that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand. Provide such other reasonable support for parental involvement activities as parents may request.
- The Clayton County Board of Education and all schools may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training. CCPS may provide necessary literacy training for parents with Part A funds if Clayton County Public Schools has exhausted all other reasonably available sources of funding. In addition, CCPS may train parents to enhance the involvement of other parents.
- Arrange school meetings at a variety of times or conduct in-home conferences between parents who are unable to attend the school meetings and the teachers and other educators who work with their children. Adopt and implement model approaches to improving parental involvement. Establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in funded programs. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.

PARENT INVOLVEMENT PLAN DETAILS

Parents will be involved in the planning, review and improvement of the Title I Program, and join planning and design of programs in such ways as:

- Surveys
- Conferences
- Annual Meeting
- PTA Meeting
- PTO Meeting
- Parent Compacts
- School Councils

During the annual Title I Stakeholder’s Meeting in May and June, all parents were invited to participate and provide suggestions and ideas to improve this district parental involvement policy for the 2015-2016 school year. The district posted an announcement on the school district Web site. During this meeting, parents also reviewed and discussed the Comprehensive LEA Improvement Plan (CLIP). Upon final revision, the district parental involvement policy was incorporated into the CLIP which was submitted to the state. Parents are welcome to submit comments and feedback regarding the policy at any time on the school district Web site or by submitting written comments to your child’s school. All feedback received was included with the policy for this school year. The district parental involvement policy was posted on district and school Web sites, distributed during the annual Title I school meetings early this school year, and made available in the schools’ parent resource centers.

Information and assistance concerning Title I will be addressed through items such as: parent letters, conferences, phone calls, parent visitation, and open house. CCPS will share student performance and assessment through School Report Cards, Progress Reports, and Online Grade Book. All schools will provide parents opportunities to review school curriculum through parent meetings and curriculum nights.

CCPS will promote two-way communication through conferences, phone calls, questionnaires, parent visitation, and parent compacts. CCPS will provide parents with materials and training to help them work with their children and to coordinate literacy training through opportunities such as:

- Parent Academy Workshops
- Curriculum Nights
- Family Reading/Literacy Nights

Teachers will be educated in the value and utility of contributions of parents and how to reach and communicate effectively by creating a school vision for parental involvement. To the extent possible, we will provide information to Limited English Proficient (LEP) parents in a language the parents understand and provide opportunities for these parents to participate by providing an interpreter for meetings, providing a resource person to contact parents, and providing a written communication in the language parents can understand.

The Clayton County Public Schools district will reserve 1 percent from the total amount of Title I funds it receives in FY15 to carry out the parental involvement requirements listed in this policy and as described in Section 1118 of the ESEA. Furthermore, CCPS will distribute 95 percent of the amount reserved to all Title I schools to support their local-level parental involvement programs and activities. The district will provide clear guidance and communication to assist each Title I school in developing an adequate parental involvement budget that addresses their needs assessment and parent recommendations. Each Title I school will host an annual School Improvement Forum in August and March for parents to provide suggestions on how these parental involvement funds will be used in the upcoming year at the district and school-level.

The system shall provide assistance to participating parents in such areas as understanding the:

- National Education Goals
- State’s content standards and students performance standards
- Components of a school wide program, if applicable
- State and local assessments
- Requirements of Title I Parent Involvement
- Ways parents can monitor their children’s progress and work with educators to improve the performance of their children
- Ways parents can participate in decisions relating to the education of the children.

Input and suggestions from parents are an essential component of the district and school improvement plans that are developed each year. During these months, each Title I school will host a forum for parents to participate in roundtable discussions to review the schoolwide plan, the school’s parental involvement policies, and compacts as well as provide input on the parental involvement budget and parental involvement programs.

CCPS will promote parental involvement through 360 Degrees of Family Engagement that assist schools in developing a full circle plan to execute sustainable family policy and programs to impact student achievement! The state collaborative model activates a synergy of partners from Pre K to post-secondary to evaluate current actions already taking place to determine effectiveness and devise new ideas to facilitate family engagement. All CCPS schools will also engage parents in the 6 Types of Involvement which includes decision-making, learning at home, collaborating with the community, parenting, communication, and volunteering.

Parent Right-to-Know Letter

Guidance C-6 is for Advising Parents of the Right to Know Information about a Teacher's Qualifications as Required by the Elementary and Secondary Education Assistance Act of 1965 (ESEA) [Section 1111(6) (A)]

Clayton County Public Schools receives Federal Title I funds to assist students in meeting state achievement standards. In the 2015-2016 school year, Title I schools will now move from an NCLB needs improvement (NI) status based on definitions provided by the US Department of Education.

CCPS is very proud of our teachers and feel they are ready for the coming school year and are prepared to give your child a high-quality progress to a Reward, Priority, and Focus schools status based on definitions provided by the US Department of Education.

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she taught
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications. Our District is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled.

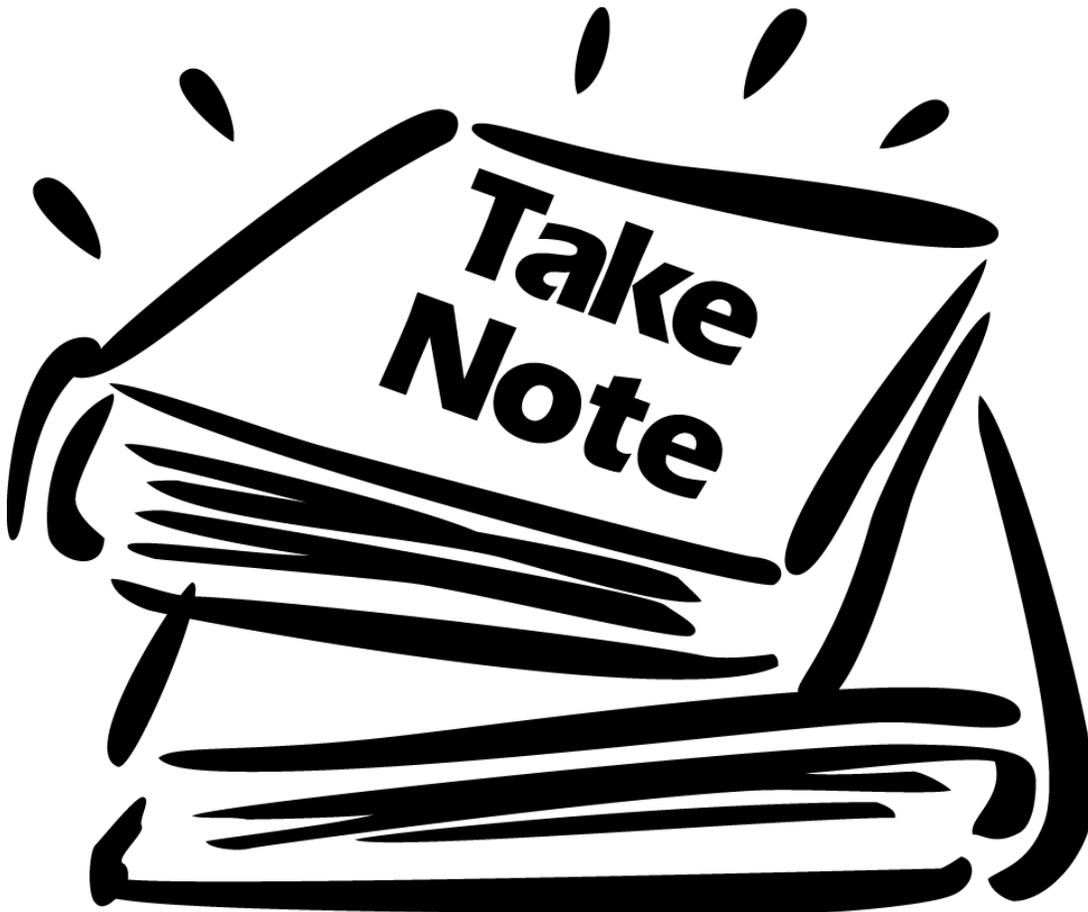
Mark Your Calendars

October 3, 2015-Title I Parent Workshop: Literacy and Numeracy

December 5, 2015-Title I Parent Workshop: Science and Social Studies

February 27, 2016-Title I Parent Workshop: Georgia Milestones Assessments

April 23, 2016-Title I Parent Academy (Performing Arts Center)



SCHOOL HEALTH PROGRAM

The School Health Program is available to address health and safety needs of students and provide services or interventions that promote student attendance and academic success. The Program provides a healthcare technician at your child's school during regular school hours. A Supervising Healthcare Professional, registered nurse, is available to the healthcare technicians for consultation/ supervision. Clayton County Public Schools follows HB 879 and OCGA 20-2-779 regarding the care of students with diabetes in school.

The School Health Program provides the services listed below:

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

School Health Program Form

A School Health Program Form must be completed and signed by the parent/guardian for each child. The Healthcare Technician/designee must have your permission and some important health information about your child. Doctors and hospitals are very conscious of liability suits and will not treat a child without parental consent. Clayton County Public Schools assumes no financial responsibility for actions taken to preserve/protect the health and well-being of students. It is necessary for each student enrolled to have a current, completed School Health Form on file in the main office and/or health clinic. If an emergency arises that requires treatment for a student, every effort will be made to contact parent/guardian immediately. In the event of a life-threatening situation, 911 will be called. Parents are encouraged to update student and parent information as soon as any information changes.

Medication Authorization Form

The student, Healthcare Technician, Supervising Healthcare Professional or designated school personnel will only be allowed to dispense medication with a completed Medication Authorization Form.

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

Health and Safety Emergency/Illness

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

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

Medical Conditions Requiring Temporary Exclusion

There are some communicable/contagious diseases that require confirmation of and clearance documentation from your healthcare provider.

- **Conjunctivitis (Pink Eye)** - Student should be excluded during active or acute stage. A statement of examination from either the health department or private physician is required for the student to return to school. Students may return to school 24 hours after medication begins.
- **Tinea Corporis/Capitis (Ringworm)** - Student may attend school while undergoing treatment with lesion covered. Recommend exclusion from gymnasium activities, swimming pools and activities likely to lead to exposure of others until lesions are gone. For Tinea Capitis (Ringworm of the scalp), oral medication is necessary for treatment.
- **Pediculosis (Head Lice)** - Student should be excluded from school until after treatment. In order for the student to return to school, written documentation of treatment is necessary. The parent must present a medicated shampoo/lotion box top or empty bottle with receipt for verification of treatment. Chronic cases may be referred to DFACS as appropriate.
- **Scabies** - Student should be excluded until medication is completed.
- **Scarlet Fever/Strep** - Student may return to school 24 hours after starting treatment since they are usually rendered non-infectious 24 hours after beginning antibiotic treatment.

Immunization Requirements for School

Georgia Law requires children to be up to date on immunizations to attend school. Immunizations may be obtained at the Clayton County Health Department or your healthcare provider.

Children of Military Families and Out of State Immunizations

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

SCHOOL NUTRITION SERVICES

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

In school year 2015-2016, students will continue receiving breakfast, lunch and snack meals at no cost to them or their household. *Parents do not have to complete the annual free or reduced meal price application for their household during the four year participation period.* The program started July 1, 2013 and ends June 30, 2017.

Adult Meals:

Community Eligibility Provision (CEP) does not provide meals at no cost for adults therefore, adults must pay for their breakfast and lunch meals under the 2015-2016 adult meal price scale.

Summer Meals:

Summer meals will be offered at no cost to children between the ages of 3-18 throughout Clayton County in June and July 2016. Locations include: selected Parks and Recreation sites, designated summer school sites, and local summer enrichment sites. Service restrictions apply.

SPECIAL DIETARY NEEDS

Accommodating Students with Disabilities and/or Special Dietary Needs:

1. Clayton County Public Schools will make accommodations for children who are unable to eat school meals because of a disability or special dietary needs. In order to make modifications or substitutions to the school meals, the school's Healthcare Technician and Nutrition Manager **must** have a written **Medical Statement** on file that is signed by a **licensed physician**. The Physician's statement must identify the specific nutritional needs of the student. This includes all dairy, peanut, shell fish, or other types of food allergies.

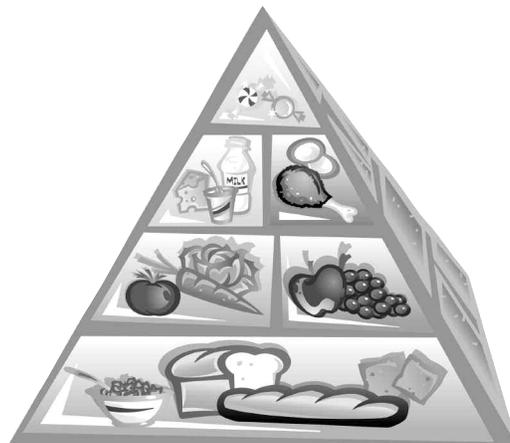
The statement must also identify the following:

- The child's name
 - The child's disability
 - An explanation of why the disability restricts the child's diet
 - The major life activity affected by the disability
 - The food(s) to be omitted from the child's diet
 - The food, or choice of foods, that must be provided as the substitute
2. Clayton County Public Schools does not have peanut or nut free schools. Since children have the option to bring their meals from home, these meals may contain nuts or foods purchased from a facility that processes nuts.
 3. Students with a non-disabling special dietary need for a fluid milk substitution will be offered Lactose Free milk or Soy Milk to replace the fluid milk option with breakfast, lunch, or snack meals.
 4. To support the management of special dietary needs, menus and the nutrient content of the foods and entire day's menu are posted on the School Nutrition website. Access can be obtained via the Clayton County Public Schools website. All menus are designed to accommodate a variety of diets including vegetarian and non-pork consumers.

Responsibility of Parents with Students requiring Special Dietary Meals:

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

**For additional questions regarding the School Nutrition Program, call (678) 479-0171.
"USDA is an Equal Opportunity Provider"**



CLAYTON COUNTY PUBLIC SCHOOLS BEHAVIOR CODE (CODE OF CONDUCT)

Clayton County Public Schools is committed to ensuring that schools are safe, secure and orderly environments in which teaching and learning are a priority. With the efforts of the entire school community including but not limited to students, teachers, administrators, parents, guardians, counselors, social workers, psychologists, safety and security personnel, custodial and bus staff, and food service staff must work together and model mutual respect.

The Multi-Tiered Systems of Support for Behavior is a **framework** comprised of intervention practices and organizational systems for establishing the social culture, learning and teaching environment, and individual behavior supports needed to achieve academic and social success for all students (<http://www.gadoe.org/Curriculum-instruction-and-Assessment/Curriculum-and-Instruction/Pages/Response-to-intervention.aspx>).

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

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

The Clayton County Public Schools Code of Conduct provides a description of conduct that meets the expectation of behavior for students. It includes a range of guidance interventions and a range of permissible disciplinary and intervention measures which schools utilize to address misbehavior.

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

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

Clayton County Public Schools expects that parents, guardians, teachers, and school personnel will work together to improve and enhance student behavior and academic performance. Schools will communicate their concerns about, and actions in response to, student behavior that detracts from the learning environment. Clayton County Public School 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 and the Response to Intervention process. Through this behavior code, the District implements a progressive discipline process designed to create the expectation that:

- the degree of discipline will be in proportion to the severity of the behavior,
- the previous discipline history of the student and other relevant factors will be taken into consideration
- all due process procedures required by federal and state law will be followed

Progressive discipline uses incremental interventions to address inappropriate behavior with the ultimate goal of teaching pro-social behavior. Progressive discipline seeks concurrent accountability and behavioral change.

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

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

Every practical effort must be made to correct student behavior through interventions and school-based resources. School staff must take into consideration issues that may impact the student behavior and respond in a manner that is supportive of the needs of the student. The disciplinary process must emphasize prevention and effective intervention, prevent disruption to students' educations, and promote the development of a positive school climate and positive school culture.

For students' who have been identified as students with disabilities (IEP or 504 IAP) whose behavior hinders participation in school, a functional behavioral assessment (FBA) may assist with understanding with causes of the student's behavior. A behavior intervention plan (BIP) should be developed if necessary after the FBA has been completed. The BIP provides specific approaches to address the behavior of the student.

Disciplinary Consequences Determination

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

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

Proactive Approach to School-Wide Discipline

Clayton County Public Schools will implement Multi-Tiered Systems of Support for Behavior in all schools. This framework is a proven, research and evidence-based discipline program that emphasizes school-wide systems of support that include strategies for defining, teaching, modeling and supporting appropriate student behaviors to create positive school environments. The Clayton County Public Schools Code of Student Conduct compliments and supports the district-wide implementation of Multi-Tiered Systems of Support for Behavior to foster student academic and behavioral success.

CLAYTON COUNTY PUBLIC SCHOOLS BEHAVIOR CODE (CODE OF CONDUCT)

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

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

1. Behavioral Expectations are Defined
2. Behavioral Expectations are Taught
3. Appropriate Behaviors are Acknowledged
4. Behavioral Errors are Corrected Proactively
5. Decisions about behavior management are data based

Establishing a school-wide tiered framework of behavioral supports and interventions guides the entire school community toward following the school's rules and expectations, as well as the delivery of consistent and appropriate consequences, e.g., some schools will implement Positive Behavior Interventions and Supports (PBIS). Effective social emotional learning helps students develop fundamental skills for life effectiveness, including: recognizing and managing emotions; developing caring and concern for others; establishing positive relationships; making responsible decisions; and handling challenging situations constructively and ethically. Such skills help prevent negative behaviors and the disciplinary consequences that result when students do not live up to behavioral standards.

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

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

PARENTS AS PARTNERS

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

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

It is important that there is consultation and communication between the school and the home. Guidance conferences attended by the principal or his/her designee, a guidance counselor, the student's parent(s), and one or more of the student's teachers are an effective means of encouraging parental input and should be held with students when appropriate.

Parents who want to discuss interventions in response to student behavior should contact their child's school, including the principal, school counselor, and other entities.

PARENT NOTIFICATION

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

INTRODUCTORY INFORMATION

The disciplinary procedures outlined in this behavior code exist as required by law, including but not limited to O.C.G.A. § 20-2-735, 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 their students and to inform them 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. As required by the General Assembly, Clayton County Public Schools encourages parents to inform their students of the implications of this conduct.

DISRUPTIVE STUDENTS

The Superintendent of Clayton County 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 with the students in the class or with the ability of the student's classmates 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 the student's classmates or the teacher.

CLAYTON COUNTY PUBLIC SCHOOLS BEHAVIOR CODE (CODE OF CONDUCT)

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

ALTERNATIVE SCHOOLS

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

School principals or designees may recommend that a student be considered eligible to apply to attend the AEP during any long-term suspension/expulsion. Upon this recommendation or a decision of the Tribunal, expelled/long-term suspended students may attend the AEP for all or any assigned portion of their expulsion/long-term suspension pursuant to a contract.

If the student violates the terms of the contract, he/she may forfeit the opportunity to attend the AEP during the remainder of his/her expulsion or long-term suspension, pursuant to the order of the Tribunal and/or the terms of the contract. The student may appeal his/her dismissal from the AEP to the Area Superintendent, in consultation with Student Services, Office of Tribunals. The student may also receive further discipline, in addition to the reinstatement of his/her expulsion or long-term suspension.

REPORTS TO CLAYTON COUNTY SCHOOLS POLICE

Students who commit violations of criminal law may be subject to the consequences under the criminal code. However, these violations may also be addressed in the code of conduct. The Clayton County School Police do not have decision-making authority over school discipline. Clayton County Public schools will, to the extent permitted and as mandated by law, cooperate with law enforcement and other investigating agencies in the interest of the welfare and safety of all students, staff, and 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 about misconduct by school staff. Students who may have been witnesses to misconduct of other students, faculty, and/or staff may be asked to provide oral or written statements regarding what they know about the event being investigated. Principals or designees may interview students without prior notice or permission of parents/guardians.

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

Searches based on reasonable suspicion may proceed without hindrance or delay, and they should be conducted as directed by school administration. Searches will be based on a reasonable suspicion of the presence of harmful or prohibited items.

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

CHRONIC DISCIPLINARY PROBLEM STUDENTS

A chronic disciplinary problem student is a student who exhibits a pattern of behavioral characteristics that interfere with the learning process of students around him or her and which are likely to recur after a student has been identified as a chronic disciplinary problem student. 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 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 create a disciplinary and behavioral correction plan for the student and 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, statutory overnight delivery with return receipt requested or first-class mail at least one 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 that fails to attend such a conference requested by a principal. If the court finds that the parent/guardian has willfully and unreasonably failed to attend such conference, the court may order the parent/guardian to attend the conference, to participate in such programs or treatment as the court deems appropriate to improve the student's behavior, or both. After notice and opportunity for hearing, the court may impose a fine, not to exceed \$500, on a parent/guardian who willfully disobeys such an order. (O.C.G.A § 20-2-766.1).

INTERVENTION AND PROGRESSIVE DISCIPLINE (O.C.G.A. § 20-2-735)

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

ENROLLMENT OF STUDENTS

Pursuant to O.C.G.A. § 20-2-751.2, a student from a public school district in this state, a private school in this state, or a public school outside of this state, who attempts to enroll or who is enrolled in any Clayton County Public Schools during the time in which that student is subject to a disciplinary order of suspension or expulsion, or has been permanently expelled from school, shall be refused admission or withdrawn from Clayton County Schools for any time 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 Public Schools.

School administrators should notify all teachers and other school personnel of any student assigned to them who has been convicted of or has been adjudicated to have committed an offense which is a Class A designated felony act or Class B designated felony act under O.C.G.A. § 15-11-63 15-11-2. Such teachers and other certified professional personnel as the administrator deems appropriate may review information in the student's file. Such information shall be kept confidential.

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 (JBCCA(2)).

EMPLOYEE ALLEGATIONS OF INAPPROPRIATE BEHAVIOR

The District adheres to the requirements found in O.C.G.A. §20-2-751.7 and the Professional Standards Commission's state mandated process for students to follow reporting instances of alleged inappropriate sexual behavior by a school employee. (See Policy JCD, Sexual Harassment) Any student (or parent or friend of that 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 his/her school.

All school teachers, administrators, guidance counselors, volunteers, visiting teachers, school psychologists, and/or licensed psychologists and interns, school social workers, school nurses, nurses' aides, and School Resource Officers (law enforcement personnel) who have reason or cause to believe that a child is being or has been abused (including being neglected) shall report that abuse to the principal or designee. The principal or designee shall report any case of suspected child abuse to the Department of Family and Children Services. An oral report (documented by the principal or designee) shall be made immediately, but in no case later than twenty-four (24) hours from the time there is reasonable cause to believe a child has been abused, to the Department of Family and Children Services by telephone or otherwise and shall be followed by a written report if requested by the agency.

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:

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

The principal or designee who receives a report who 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 school-provided information and/or on school websites for each school. This information is updated periodically throughout the year.

JURISDICTION

The following code provisions apply to offenses that occur on school property, on school vehicles, to and from the bus stop, at designated school bus stops, or at school related functions or activities, or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system. However, the provisions related to cyberbullying described in this Code of Conduct apply to offenses which occur through the use of electronic communication, whether or not such electronic act originated on school property or with school equipment, if the electronic communication (1) is directed specifically at students or school personnel, (2) is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school, and (3) creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose. The code provisions are in effect any day of the week or any time of the day.

STUDENT OFFENSES:

The decision to charge a student for violation of this Code of Conduct will be made by the administration of the local school. The school administrator shall assign a consequence within the minimum and maximum of the range prescribed below that is proportion to the severity of the behavior, the previous discipline history of the student being disciplined, and other relevant factors. In accordance with O.C.G.A. 20-2-735, all due process procedures required by federal and state law will be followed. Clayton County Public Schools School Resource Officers will be contacted as appropriate. If the local school administration is uncertain as to the interpretation of the Code of Conduct they are to contact the Student Services' Office of Student Discipline. A student shall not violate any of the following rules of Clayton County Public Schools. At any time in the discipline process, students may be referred to the Student Support Process.

Consequences of this code are in accordance with progressive discipline and, therefore, may range from Administrative Conference with parent contact to a Request for Tribunal. A Request for Tribunal is required to impose discipline from long term suspension (more than 10 consecutive days of out of school suspension) up to permanent expulsion. A Tribunal may also take actions including, but not limited to, assigning short term suspensions and placement at the Alternative School.

Integration of RESTORATIVE PRACTICES with MTSS and PBIS

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

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

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

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

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

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

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

School Conflict Workshop: This educational program focuses on conflict resolution and lasts 1 ½ hours.

Project H.I.P: Your Life; Your Decision: Project H.I.P. is a 2 hour presentation on quality decision-making that is sponsored by Clayton County Juvenile Court.

Choices: This interactive program explores decision making and communication while educating on drugs and alcohol and the effects of their use.

Boundaries and Beyond: This interactive program discusses the setting of boundaries and explaining the difference between aggression and assertiveness.

These OSS Reduction Programs and Community Resource Classes require the student and parent/guardian to attend the assigned program in lieu of the child receiving and serving out-of-school suspension. Thus, the student is allowed to remain in school pending the completion of the assigned OSS Reduction Program. If the program is not completed, the student will be required to serve the out-of-school suspension that was assigned.

Clayton County Public Schools Student Code of Conduct and Discipline Levels

Level 1

Classroom Interventions and Support

This level may be appropriate when the behavior is a minor infraction, the student has no prior incidents, and/or interventions have not been put in place.

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

Level 2

Intensive Interventions and Support

This level may be appropriate when supports have been put in place, but the behavior has continued to negatively influence the learning of the student or others.

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

Level 3

Short Term Suspension

This level may be appropriate given the seriousness of the offense and the impact on the school and/or when documented interventions (in levels 1 and 2) have been put in place but the behavior is escalating.

- Referral to School Counselor
- Referral to School Social Worker
- Referral to Community Resource Class (e.g. Alternatives to OSS)

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

- Restorative Practices
- In-School Suspension (ISS) 1-5 days
- In-School Suspension (ISS) 5-10 days
- Out-of-School Suspension (OSS) 1-10 days

Level 4

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

This level may be appropriate when the behavior violates state mandated offenses that require long-term suspension or expulsion or assignment in an Alternative School, or when certain indicated offenses have been violated three or more times within a current school year, or within the student's discipline history (as indicated), and when interventions have been implemented.

Academic Dishonesty

Plagiarism or cheating (on assignments, tests, major exams, projects, or statewide assessments). If GaDOE determines that a student did use or intend to use a device to share, retain, or access information, the student's test will be invalidated. An invalidated test means the student will not earn a score on the exam.

1a Cheating or Plagiarism

Consequences: Depending of the severity of the incident, previous discipline history of the student, evidence, and other relevant factors.
Level 1 through 4

Alcohol Offenses

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

Consequences:
1st Offense - Level 1
2nd Offense - Level 2
3rd Offense - Level 3 and/or 4

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

Consequences:
1st Offense - Level 1
2nd Offense - Level 2
3rd Offense - Level 3 and/or 4

Attendance Offenses

All consequences should follow the Clayton County Comprehensive Attendance and Truancy Protocol. Any student who is subject to compulsory education requirements and is deemed to be truant as defined in this policy is subject to progressive disciplinary consequences. As 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. Georgia law requires that after any student accrues five (5) days of unexcused absences in a given school year, the parent, guardian, or other person who has control or charge of that child shall be in violation of **OCGA § 20-2-690.1(c)**. Any child that is subject to compulsory attendance who, during the school calendar year, has more than five days of unexcused absences is considered truant. Possible consequences may also include disposition for unruly children in accordance with O.C.G.A. § 15-11-67. The law states the following: Any parent, guardian, or other person residing in this state who has control or charge of a child or children and who violates this Code section shall be guilty of a misdemeanor and upon conviction thereof, shall be subject to a fine of not less than \$25.00 and not greater than \$100.00, or imprisonment not to exceed 30 days, community service, or any combination of such penalties at the discretion of the court having jurisdiction. Each day's absence from school in violation of this part after the child's School District notifies the parent, guardian or other person who has control or charge of a child of five unexcused days of absence for a school shall constitute a separate offense.

Schools shall notify parents when a student has accumulated three (3) and five (5) unexcused absences. Schools shall also notify parents of students 14 years of age and older when the student accumulated seven (7) unexcused absences during the school year.

3a Truancy: Failure to attend school as required by the Georgia Compulsory Attendance laws.

Consequences:
Level 1 and possible referral to the Clayton Collaborative Child Student Team (QUAD C ST)

3b Skipping class or required activity: Failure to attend class or activity or be tardy without a valid excuse.

Consequences:
Level 1

3c Leaving campus without permission: Leaving school grounds during the course of the regularly scheduled school day without permission of a parent and school principal or designee.

Consequences:
Level 1

Bullying and Cyberbullying

O.C.G.A. 20-2-751.4 Bullying is defined as any willful attempt or threat to inflict injury on another person when accompanied by an apparent present ability to do so; or any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or any intentional written, verbal or physical act, which a reasonable person would perceive as being intended to threaten, harass or intimidate that: 1) Causes another person substantial physical harm or visible bodily injury as defined in 16-5-23.1; 2) Has the effect of substantially interfering with the victim's education; or 3) Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or 4) Has the effect of substantially disrupting the orderly operation of the school. The term applies to acts which occur on school property, on school vehicles, at designated school bus stops, or at school related functions or activities or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system. The term also applies to acts of cyberbullying with occur through the use of electronic communication, whether or not such electronic act originated on school property or with school equipment, if the electronic communication 1) is directed specifically at students or school personnel; 2) is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school; and 3) creates a reasonable fear of harm to the student's or school personnel's person or property or has a high likelihood of succeeding in that purpose. Electronic communication includes, but is not limited to, any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system.

4 Bullying and Cyberbullying

Consequences:
1st Offense - Level 1
2nd Offense - Level 2
3rd Offense - Level 3 and/or 4

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

Bus Violations

The Clayton County Board of Education expects students to conduct themselves in an exemplary manner on the school bus, or any other mode of transportation used to transport students to and from any Clayton County Public Schools owned properties or to and from extra-curricular or interscholastic activities. Students shall follow all student behavior policies and regulations while on school provided transportation, including but not limited to, the prohibitions on physical violence, bullying, assault, battery, disrespectful conduct, or other unruly behavior. In the event a student's bus privileges are suspended, it shall be the responsibility of the parent, or the student to provide transportation to and from school and to and from extra-curricular and interscholastic activities.

If a student has been found to have engaged in battery, acts of physical violence, bullying or physical threats on the school bus, in addition to other consequences, the student's parent/guardian shall be required to meet with the principal/designee to execute a bus behavior contract or student may be removed from receiving bus services.

- 5 Bus Violations of the following bus rules:
- a) All body parts shall remain inside the bus at all times
 - b) Nothing shall be thrown into, out of, inside, or at the bus
 - c) Students shall not make unnecessary noise and must remain seated at all times unless directed by the driver
 - d) Students are required to remain quiet at all railroad crossings
 - e) Emergency doors and windows are to be used only at the direction of the driver
 - f) Students shall not board or disembark a bus at a bus stop other than that assigned for their residence without submitting a written request from their parent or guardian to the principal or designee for approval
 - g) Students shall not use any electronic devices during the operation of a school bus
- Consequences:**
Level 1 or 2 and may include suspension from the bus for a specified time.

Communication Devices

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

- 6a Unauthorized possession or use of communication devices.
- Consequences:**
1st Offense - Parent may retrieve device at the end of the school day.
2nd Offense - Level 1 and Parent may retrieve device at the end of the semester.
3rd Offense (and subsequent offenses) - Level 2 and Parent may retrieve device at the end of the school year.

Disrespectful Behavior

- 7a Insubordination: Failure to comply with reasonable directions or commands of authorized school personnel or designees
 - 7b Refusal to identify one's self: Refusal to identify one's self upon request of any school district employee or designee
 - 7c Dress code violation: Repeat violations of the school or district dress code
 - 7d Failure to attend detention or ISS: Failure to attend detention or In-School Suspension
 - 7e Verbal altercation: Engagement in a verbal altercation with any person
 - 7f Profanity directed toward school personnel / official /other person: Use of any type of profane, vulgar, obscene, or ethnically offensive language (written or oral) or gestures toward school personnel or official
 - 7g Profanity directed toward a student: Use of any type of profane, vulgar, obscene, or ethnically offensive language (written or oral) or gestures toward a student
 - 7h Possession or distribution of obscene or offensive materials: Possession, display, or distribution of profane, vulgar, pornographic, obscene, or ethnically offensive materials (includes communication via electronic devices)
 - 7i False reports or accusations: Knowingly and willfully making reports or statements (written or oral) falsely accusing others of wrong actions, or falsifying school records, or forging signatures
- Consequences for all items under Disrespectful Behavior:**
Level 1

Disruptive Behavior

- 8a On campus without permission: Students shall not be on campus of a school in which they are not enrolled, or from which they are currently suspended or expelled.
Consequences: Depending of the severity of the incident, previous discipline history of the student, and other relevant factors.
Level 1
Level 2
Level 3
- 8b In restricted area without permission: Students may not be present in an unauthorized area of school property.
Consequences: Depending of the severity of the incident, previous discipline history of the student, and other relevant factors.
Level 1
Level 2
Level 3
- 8c Restricting others of use of school facilities or activities: Students shall not occupy or block (or attempt to occupy or block) the entrance/exit of any school building, gymnasium, school grounds, properties or part(s) thereof with the intent to deprive others of its use.
Consequences: Depending of the severity of the incident, previous discipline history of the student, and other relevant factors.
Level 1
Level 2
Level 3

Drug Offenses

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

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

- 9a Possession, use, or under the influence of illegal drugs: Possession, consumption, transmitting, storing, or under any degree of influence of illegal drugs.
Consequences:
1st Offense – Level 1 or Level 2 depending upon the evidence
2nd Offense – Level 2
3rd Offense – Level 3 and/or 4
- 9b Possession of drug related paraphernalia: Possession, transportation, storage, buying, selling, or otherwise distributing any drug related paraphernalia.
Consequences:
1st Offense – Level 1 or Level 2 depending upon the evidence
2nd Offense – Level 2
3rd Offense – Level 3 and/or 4
- 9c Possession with intent to buy, sell or distribute illegal drugs: Possession with intent to buy, sell, or distribute illegal drugs or distribute a substance falsely identified as such, or that is believed by the purchaser and/or seller to be an illegal drug.
Consequences:
1st Offense – Level 1 or Level 2 depending upon the evidence
2nd Offense – Level 2
3rd Offense – Level 3 and/or 4
- 9d Under the influence of inhalants or other substances: Student shall not sniff or be under the influence of inhalants and/or other substances other than alcohol or drugs.
Consequences:
1st Offense – Level 1 or Level 2 depending upon the evidence
2nd Offense – Level 2
3rd Offense – Level 3 and/or 4
- 9e Possession of over-the-counter medication (OTC): Possession of all over-the-counter medication (and prescription medication prescribed for the student that is not in compliance with school and District rules) while on school property. This includes possession with the attempt to buy, sell, or distribute, or the attempt thereof.
Consequences:
1st Offense – Level 1 or Level 2 depending upon the evidence
2nd Offense – Level 2
3rd Offense – Level 3 and/or 4

False Emergency

- 10a False call to emergency services: Knowingly make or cause a false call to emergency services.
Consequences: Depending of the severity of the incident, evidence, previous discipline history of the student, and other relevant factors.
Levels 1 through 4
- 10b False fire alarms: Knowingly cause a fire alarm to be activated under false pretenses.
Consequences: Depending of the severity of the incident, evidence, previous discipline history of the student, and other relevant factors.
Levels 1 through 4

Gambling

- 11a Gambling: Participation in any type of gambling activity as defined by state law or that involves wagering or betting of services, money, or other items.
Consequences:
Level 1

Gang Related Offenses

A "gang" is defined as any group or association of three or more persons, whether formal or informal, which encourages, solicits, promotes, urges, counsels, furthers, advocates, condones, assists, causes, advises, procures, or abets any illegal or disruptive activity or behavior of any kind, whether on or off school campuses or school property.

- 12a Identifying one's self as a gang member: Identification as a gang member by display of tattoos, wearing or possessing gang related clothing, or paraphernalia, holding himself/herself as a gang member, or the tagging or defacing of property with gang related symbols.
Consequences: Depending of the severity of the incident, evidence, previous discipline history of the student, and other relevant factors.
Levels 1 through 4
- 12b Solicitation of gang members: Recruitment or solicitation of membership in any gang or gang related organization.
Consequences: Depending of the severity of the incident, evidence, previous discipline history of the student, and other relevant factors.
Levels 1 through 4

Harassment

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

- 13a Harassment of another person.
Consequences:
Levels 1 and 2

Off Campus Behavior

Any off campus conduct that:

- 1) Prohibited by the Georgia or United States criminal code;
- 2) Punishable as a felony or would be punishable as a felony if committed by an adult;
- 3) Conduct which could result in the student being criminally charged with a felony or conduct for which a student has been arrested, indicted, adjudicated to have committed, or convicted;
- 4) Conduct which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process.

14a Off Campus Behavior

Consequences:
Levels 3 and 4

Other Behaviors

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

Consequences: Depending of the severity of the incident, evidence, previous discipline history of the student, and other relevant factors.
Levels 1 through 4

Parties to an Offense

- 16 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.

Consequences:
Levels 1 and 2

Physical Offenses

- 17a Use of Harmful Substance: 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.

Consequences: Depending of the severity of the incident, evidence, previous discipline history of the student, and other relevant factors.
Levels 1 through 4

- 17b Horseplay/Wrestling: Engagement in rough or boisterous activities.

Consequences:
Level 1

- 17c Fighting: Fighting is defined as physical confrontation between two or more students that involves mutual participation where there is no main aggressor.

Consequences: Within the current school year.
1st Offense - Level 1 or Level 2 depending upon the evidence
2nd Offense - Level 2 or Level 3
3rd Offense- Level 3 and/or 4

- 17d Battery of a Student or Other Person who is not a school employee: Battery is defined as making intentional physical contact or behaving in such a way as to cause physical injury to another person.

Consequences: Within the current school year.
1st Offense - Level 1
2nd Offense - Level 2
3rd Offense- Level 3 and/or 4

- 17e Battery of School Personnel: Physical contact by a student upon any school employee. In accordance with O.C.G.A. 20-2-753. Local boards of education shall appoint a disciplinary hearing officer, panel, or tribunal of school officials to hold a disciplinary hearing following any instance of an alleged assault or battery by a student upon any teacher or other school official or employee if such teacher or other school official or employee so requests.

Consequences:
Levels 1 through 4

- 17f Intentional Contact with School Personnel that is insulting or provoking in nature:

In accordance with O.C.G.A. 20-2-751.6. Any student alleged to have committed an act of physical violence shall be suspended pending the hearing by the disciplinary hearing officer, panel, or tribunal.

Consequences:
Level 3 and 4

*If found guilty, the decision of the disciplinary hearing officer, panel, or tribunal shall include a recommendation as to whether a student may return to public school and, if return is recommended, a recommended time for the student's return to public school.

- 17g Intentional Contact with School Personnel which causes harm (unless such physical contacts or physical harms were in defense of himself or herself).

In accordance with O.C.G.A. 20-2-751.6. Any student alleged to have committed an act of physical violence shall be suspended pending the hearing by the disciplinary hearing officer, panel, or tribunal.

Consequences:
Level 3 and 4

* If found guilty, the decision of 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 Code Section 20-2-150.

The local school board at its discretion may permit the student to attend an alternative education program for the period of the student's expulsion.

* If the student who commits an act of physical violence is in kindergarten through grade eight, then the local school board at its discretion and on the recommendation of the disciplinary hearing officer, panel, or tribunal may permit such a student to reenroll in the regular public school program for grades nine through 12.

* If the local school board does not operate an alternative education program for students in kindergarten through grade six, the local school board at its discretion may permit a student in kindergarten through grade six who has committed an act of physical violence to reenroll in the public school system.

* In addition, a referral to Juvenile Court will be made by the appropriate School Social Worker.

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

Property Related Offenses

- 18a Destruction / Vandalism / Theft to Private Property: Acts or attempts to damage, vandalize, or steal private property (including setting or attempting to set a fire to property).
Consequences: Depending of the severity of the incident, evidence, previous discipline history of the student, and other relevant factors.
Levels 1 through 4
- 18b Destruction / Vandalism / Theft to School Property: Acts or attempts to damage, vandalize, or steal private property (including setting or attempting to set a fire to property).
Consequences: Depending of the severity of the incident, evidence, previous discipline history of the student, and other relevant factors.
Levels 1 through 4
- 18c Possession of Stolen Property: Possession of private or school property on school grounds.
Consequences: Depending of the severity of the incident, evidence, previous discipline history of the student, and other relevant factors.
Levels 1 through 4

School Disruption

- 19 School Disruption: Acts which cause substantial disruption of learning opportunities or reckless conduct which threatens the safety of others (includes: riots, sit-downs, and picketing).
Consequences:
1st Offense - Level 1
2nd Offense - Level 2
3rd Offense - Level 3 and/or 4

Sexual Behaviors

Sexual offenses are prohibited against member of the same sex as well as a member of the opposite sex. These offenses shall include verbal or written, gesture-oriented, or physical sexual misconduct on school property, school buses, at school sponsored events, or while using school technology resources. If the behavior is an offense under Georgia law O.C.G.A. 16-6-1 through 16-6-25, contact appropriate superintendent, district attorney, and law enforcement. Intimate body parts include the primary genital area, anus, groin, inner thighs or buttocks of a male or female, as well as breasts of a female.

- 20a Inappropriate Public Displays of Affection
Consequences:
Level 1
- 20b Consensual participation in any form of Sexual Activity
Consequences: Depending of the severity of the incident, evidence, previous discipline history of the student, and other relevant factors.
Levels 1 through 4
- 20c Indecent Exposure: Behavior which includes exposing one's intimate body parts (as defined in this section) in public.
Consequences: Depending of the severity of the incident, evidence, previous discipline history of the student, and other relevant factors.
Levels 1 through 4
- 20d Sexual Harassment (verbal, written, visual or physical conduct of a sexual nature): Behavior which includes, but is not limited to, unwelcome sexual advances or gestures; requests for sexual favors; sexually offensive slurs; electronic messages such as email, text messages, or sexting; sexually offensive drawings or poster directed towards another person) whether there is a pattern of harassing behavior or a single significant incident.
Consequences: Depending of the severity of the incident, evidence, previous discipline history of the student, and other relevant factors.
Levels 1 through 4
- 20e Sexual Battery: Sexual battery is defined as a student intentionally making physical contact with the intimate parts (as defined in this section) of the body of another person without the consent of that person.
Consequences: Depending of the severity of the incident, evidence, previous discipline history of the student, and other relevant factors.
Levels 1 through 4
- 20f Sexual Molestation: Sexual Molestation is defined as any immoral or indecent act to or in the presence of another person, without that person's consent, with the intent to arouse or satisfy the sexual desires of either the student or the other person. This includes forcing another person to make physical contact with the student's intimate body parts.
Consequences:
Levels 3 and 4

Technology Offenses

- 21a Unauthorized access or attempted access to school technology: Acts or attempts to purposely seek security problems to gain access to school technology resources.
Consequences: Depending of the severity of the incident, evidence, previous discipline history of the student, and other relevant factors.
Levels 1 through 4
- 21b Altering or attempted altering of school technology: Acts or attempts to disrupt the school technology resources by destroying, altering, or otherwise modifying technology (including Hacking).
Consequences: Depending of the severity of the incident, evidence, previous discipline history of the student, and other relevant factors.
Levels 1 through 4
- 21c 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.
Consequences: Depending of the severity of the incident, evidence, previous discipline history of the student, and other relevant factors.
Levels 1 through 4
- 21d Compromising of school technology: Acts or attempts to engage in any activity that monopolizes, wastes, or compromises school technology resources.
Consequences: Depending of the severity of the incident, evidence, previous discipline history of the student, and other relevant factors.
Levels 1 through 4

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

- 21e Copying of programs, software, or other technology: Copying of computer programs, software, or other technology provided by the School District for personal use (includes downloading unauthorized files).
Consequences: Depending of the severity of the incident, evidence, previous discipline history of the student, and other relevant factors.
 Levels 1 through 4
- 21f Inappropriate display of material using school technology: Use of school technology resources to distribute or display material that does not serve an instructional or education purposes or is profane, vulgar, lewd, obscene, offensive, indecent, sexually explicit, pornographic, threatening; advocates illegal, dangerous or violent acts; is knowingly false, reckless, or defamatory to others; is otherwise harmful to minors as defined by the Children’s Internet Protection Act.
Consequences: Depending of the severity of the incident, evidence, previous discipline history of the student, and other relevant factors.
 Levels 1 through 4

Threatening Behavior (Assault)

A Threat Assessment is required for all instances of threatening behavior

- 22a Terroristic Threat: Communication (verbal or written) of a serious expression to harm or use violence against a group of individuals and/or school property.
Consequences: Depending of the severity of the incident, evidence, previous discipline history of the student, and other relevant factors.
 Levels 1 through 4
- 22b-1 Threatening Another Student or Other Person (who is not a student or school employee): Direct communication of a **verbal, written, or gesture** intended to place a student in fear of bodily harm.
 Consequences: Depending of the severity of the incident, evidence, previous discipline history of the student, and other relevant factors.
 Levels 1 through 4
- 22b-2 Threatening Another Student or Other Person (who is not a student or school employee): Behavior (or attempt) to commit **physical** harm or injury to the person of another; an act which places another in reasonable apprehension of immediately receiving a physical injury, or behavior which could reasonably cause physical injury to any person.
Consequences: Depending of the severity of the incident, evidence, previous discipline history of the student, and other relevant factors.
 Levels 1 through 4
- 22c-1 Threatening School Personnel or School Official: Direct communication of a verbal, written, or gesture intended to place a CCPS employee in fear of bodily harm.

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

Consequences:
 Level 3 and 4

- 22c-2 Threatening School Personnel or School Official: Behavior (or attempt) to commit physical harm or injury to the person of another; an act which places another in reasonable apprehension of immediately receiving a physical injury, or behavior which could reasonably cause physical injury to any person.

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

Consequences:
 Level 3 and 4

Tobacco Offenses

- 23 Possession of tobacco, tobacco related products, or tobacco related substitutes: Possession, use, or distribute tobacco, tobacco products, or tobacco substitutes (includes hookahs, electronic cigarettes, or look-alikes).
Consequences:
 Level 1 or Level 2 depending upon the evidence

Weapons / Firearms / Hazardous Objects

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

- 24a Possession of a dangerous weapon or firearm (loaded or unloaded):
 *Firearm includes a handgun, rifle, shotgun, or other weapon which will or can be converted to expel a projectile by the action of an explosive or electrical charge.

*Dangerous weapon as defined by O.C.G.A. 16-11-121, means any weapon commonly known as a rocket launcher, bazooka, or recoilless rifle which fires explosive or non-explosive rockets designed to injure or kill personnel or destroy heavy armor, or similar weapon used for such purposes. This term shall also mean a weapon commonly known as a mortar which fires high explosives from a metallic cylinder and which is commonly used by the armed forces as an antipersonnel weapon or similar weapon used for such purposes. This term shall also mean a weapon commonly known as a hand-grenade or other similar weapon which is designed to explode and injure personnel.

Consequences:
 1st Offense – Level 3 and 4
 In accordance with O.C.G.A. 20-2-751.1. Consequences require 10 day Out-of-School Suspension and a request for Tribunal (with an expulsion for one calendar year).

*The local Board of Education, superintendent, administrator, hearing officer, tribunal, or panel have 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.

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

- 24b Possession of a Hazardous Object, pellet, BB gun, antique firearm or other felony weapon:
 Hazardous Object means any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, knuckles (made from metal, thermoplastic, wood or similar material), blackjack, any bat, club, or other bludgeon-type weapon, any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, (also known as nun-chukka, nun-chuck, nun-chaku, shuriken or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled (also known as a throwing star or oriental dart, or any instrument of the like kind, any nonlethal air gun, and any stun gun or Taser as defined in O.C.G.A. 16-11-106.
Consequences: Depending of the severity of the incident, evidence, previous discipline history of the student, and other relevant factors.
 Levels 1 through 4
 *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.
- 24c Possession of a non-felony weapon or look-a-like weapon: Any knife or instrument having a blade of less than two inches, any look-a-like firearm, mace, pepper gas or like substances (mere possession of pepper gas or like substance is not a violation of this Code of Conduct unless the administration determined 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 sling shot, or any tool or instrument with reasonably as used as a weapon or intended to be used as a weapon.
Consequences: Depending of the severity of the incident, evidence, previous discipline history of the student, and other relevant factors.
 Levels 1 through 3
- 24d Possession of a dangerous instrument: Any item that is thrown, used as a projectile, or used to penetrate or cause bruises/contusions to skin or other body parts of a person (i.e. pencil, chair, stapler).
Consequences: Depending of the severity of the incident, evidence, previous discipline history of the student, and other relevant factors.
 Levels 1 through 3
- 24e Possession of explosives and ammunition: This includes smoke bombs, fireworks, bullets, and other similar items. This does not include firecrackers.
Consequences: Depending of the severity of the incident, evidence, previous discipline history of the student, and other relevant factors.
 Levels 1 through 3
- 24f Possession of and/or lighting matches, firecrackers, or cigarette lighters:
Consequences: Depending of the severity of the incident, evidence, previous discipline history of the student, and other relevant factors.
 Levels 1 through 2



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

STUDENT DISCIPLINE

AUTHORITY OF PRINCIPAL

The principal is the designated leader of the school and with the staff is responsible for its orderly operation. In case of discipline violations or illegal activities not covered by prescribed dispositions in Clayton County Public Schools' Student Code of Conduct (issued to every student at the beginning of the school year), the principal may enact corrective measures which he/she feels are in the best interest of the school and the student involved.

EXPECTATIONS OF THE TEACHER

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

EXPECTATIONS OF THE STUDENT

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

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

EXPECTATIONS OF PARENTS/GUARDIANS

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

DISCIPLINE

- Clayton County Public Schools is authorized by Georgia law to utilize a disciplinary hearing officer, or a tribunal panel of school officials to hear any case alleging an assault or battery or an act of physical violence against a teacher, school bus driver, other school official or school employee. Except in a finding of self-defense, punishment as provided by Georgia law shall include: (1) Expulsion for the remainder of the student's eligibility to attend public school for any intentional physical act which causes physical harm to an employee; (2) Expulsion, long-term suspension or short-term suspension for intentionally making physical contact of an insulting or provoking nature with a school employee (**O.C.G.A. 20-2-751.6**). This offense also requires mandatory notification to law enforcement
- Bullying is prohibited by the Clayton County Board of Education and by Georgia law. In accordance with Georgia law (**O.C.G.A. 20-2-751.4**), any student in grades 6-12 who commits a third offense of bullying in a school year will be assigned to the Alternative Education Program.
- A meeting of the parent/guardian and appropriate school official(s) must be held to develop a school bus behavior contract whenever a student is found to have engaged in bullying or is found to have engaged in physical assault or battery of another person on the school bus (**O.C.G.A. 20-2-752.5**).
- Principals have the final authority to make disciplinary judgment regarding In-School Suspension (ISS) and short term (10 days or less) Out-of-School Suspension (OSS). For short term out-of-school suspension, an informal school level hearing by a school administrator will be conducted in accordance with Clayton County Board Policy JDD (Rule 1). Recommendation for out-of-school suspensions/expulsions which exceed 10 days requires a request for Tribunal.
- According to **O.C.G.A. 20-2-1180**, it is illegal for any person to remain upon the premises or within the school safety zone when that person does not have legitimate cause or need to be present. It shall be illegal according to **O.C.G.A. 20-2-1182**, for any parent, guardian, or person other than a student at the school who has been reminded that minor children are present, and then continues to insult or abuse any public school teacher, administrator, public school bus driver in the presence and within hearing of a student while on school grounds.
- Students are to notify an administrator or staff member when illegal items are found in the school building or on the school campus. Students are advised not to pick up or handle illegal items.
- Due process will include appropriate hearings and reviews, and in all cases the rights of individuals will be ensured and protected. Due process begins at the school level.
- School safety zone is defined as in, on or within 1,000 feet of any school property, either owned or leased for elementary, middle and high schools, or used by the Board of Education.
- According to O.C.G.A. 20-2-1184 and the Zero Tolerance Policy of Clayton County Public Schools, any teacher or person who has knowledge of, or reason to believe that a student has committed any of the following acts shall report to the principal who shall report to the superintendent and to the appropriate police and district attorney authority. These acts include:
 - * Aggravated assault with a firearm
 - * Aggravated battery
 - * Sexual offenses
 - * Carrying deadly weapons at public gatherings
 - * Carrying weapons at school functions or on school property or within school safety zones
 - * Illegal possession of a pistol or revolver by a person under 18 years of age
 - * Possession and other activities regarding marijuana and controlled substances
- In accordance with Clayton County Board of Education Policy, the use of tobacco in any form is prohibited anywhere on school property or at school events. Students in violation of this policy are subject to disciplinary action.

SAFETY OF STUDENTS - BULLYING/CYBERBULLYING

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

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

Bullying is defined as follows: (1) Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so; (2) Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or (3) Any intentional written, verbal, or physical act which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that: (A) Causes another person substantial physical harm within the meaning of Code Section 16-5-23.1 or visible bodily harm as such term is defined in Code Section 16-5-23.1; 24 (B) Has the effect of substantially interfering with a student's education; (C) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or (D) Has the effect of substantially disrupting the orderly operation of the school.

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

Reporting Bullying and/or Harassment:

1. Students, parents, staff, volunteers, and visitors who suspect a student is bullying and/or harassing others should report the incident to the teacher, school administrator, or the school counselor immediately.
2. The reported incident of Bullying or Harassment must then be documented by school personnel on the first part of the "Harassment & Bullying Allegation Information" form and submitted to an administrator. This form can be obtained from the school's front office personnel, a school administrator, or your school's counselor.
3. The administrator completes the second part of the "Harassment & Bullying Allegation Information" form as well as completes an investigation within 10 school days to determine whether the bullying and/or harassment was founded or unfounded.
4. The administrator will notify the parents of both the perpetrator and the victim of the outcomes of the investigation using the "Bullying Parent Notification Letter".

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

For the student with a disability who is receiving Individuals with Disability Education Act Free Appropriate Public Education (IDEA FAPE) services or Section 504 FAPE services, a school's investigation should include determining whether that student's receipt of appropriate services may have been affected by the bullying.

SCHOOL-BASED PROBATION PROGRAM (SBPP)

Juvenile Court Probation Officers are assigned to monitor probationers that attend our schools. The objectives of the SBPP are to:

- Increase student attendance and academic performance
- Decrease drop-out rates
- Reduce discipline referrals
- Reduce the frequency and length of detention
- Reduce recidivism and out-of-home placements resulting from delinquent behavior



STUDENT SAFETY

CLAYTON COUNTY SCHOOL POLICE CORE VALUES

Loyalty

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

Integrity

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

Fairness

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

Excellence

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

SAFETY OF STUDENTS

- Parking lots are off limits for students during school hours unless they have written permission from an administrator.
- Students are not allowed to sell items in school, during school hours, for any organization outside of school.
- The Gun Free Schools Act dictates that any student who has been determined to have brought a firearm to school will be recommended for expulsion from the Clayton County Public School System. The minimum expulsion shall be for a period of one year (20 USC 701, Section 1032).
- It is a felony for any person to carry, possess or have under such person's control while at a school building, school function, or on school property, in a school safety zone, or on a bus or other mode of transportation furnished by the school, any weapon or explosive compound. This includes any knives, razors, spring stick, nun-chucks and other bludgeon weapons or fighting chains, etc., or any weapon of any kind, including stun guns and laser guns. Any person who violates this law, upon conviction shall be punished by a fine of not more than \$10,000, by imprisonment for not less than two years, not more than 10 years, or both.
- Sexual harassment or discrimination on the basis of gender is a violation of federal law and is prohibited in the Clayton County Public School System. Any student who has a discrimination or harassment complaint should contact his/her counselor or a school administrator.
- Any person transmitting a false public alarm (bomb threat) shall be punished by imprisonment for not less than one, or more than five years or by a fine of not less than \$1,000 or both (O.C.G.A.-16-10-28).

SCHOOL RESOURCE OFFICERS

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

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

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

SEARCH AND SEIZURE

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

VISITOR POLICY

School Visitor's Policy

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

School Personnel will use the following procedures:

SQID (Stop, Question, Identify, Direct)

S- Stop anyone that does not have a visitor pass.

Q- Question them about their visitor pass and ask if they signed in.

I- Identify who they are and what their purpose or business for visiting.

D- Direct visitors to the front desk if they did not sign in. If they signed in, ask them to put their visitor's pass on and help them to their destination (escort them).

If the visitor does not respond to your directives, call for assistance.

See Something, Say Something

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

iWatch Clayton County Public Schools

iWatch Clayton County Public Schools is a mobile crime watch app that students and their parents can use to report suspicious criminal activity. It's a proactive, hands-on, partnership with the Clayton County Schools Police Department. There are four ways to report:

1. Report online at iWatchClaytonCountyPublicSchools.com
2. Text a tip to 1-404-800-7427



You have the right, not to remain silent.
Let's work together to make Clayton County
the safest community possible.

Visit iWatchClaytonCountyPublicSchools.com
and get on board.

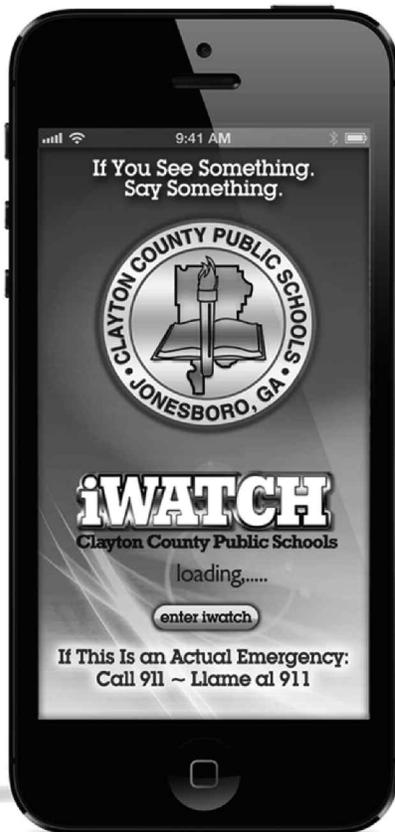
What is iWatch?

iWatch is a mobile crime watch app that students and their parents can use to report suspicious or criminal activity.

It's a proactive, hands-on, partnership between you, the citizens of Clayton County, and the Clayton County Schools Police Department.

Why should I report these behaviors and activities?

You are the eyes and ears of your community. Your awareness of suspicious behaviors and activities and reporting it to Law Enforcement can help solve crimes or prevent crimes.



What should I report?

Give as many details as possible, for example:

- ✓ Time of day
- ✓ Where it happened
- ✓ What you witnessed
- ✓ A description of individual(s) involved
- ✓ Was there a vehicle?
- Color and license plate number?
- ✓ Have you seen this activity before?

There are four ways to report:

- ✓ Report online at iWatchClaytonCountyPublicSchools.com
- ✓ Text a tip to 1-404-800-7427
- ✓ Use the downloadable app.
- ✓ Call 1-404-800-7427



Scan to download.



iwatchclaytoncountypublicschools.com

SUPPORT SERVICES FOR STUDENTS

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

CAMPUS KIDS

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

CHILDTec

The Clayton County Public School's ChildTec Dropout Prevention Program is designed to aid teen parents in earning their high school diploma by providing childcare for their infant and toddler during the school day. The goal of ChildTec is to foster a holistic developmental environment for infants and toddlers while the teen parent attends school. Therefore, the program increases school attendance and decreases the probability of the teen parent dropping out of high school. For more information, contact the Student Services Department, 770-473-2700.

COURT RELATED COLLABORATION

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

- **CLAYTON COLLABORATIVE CHILD STUDY TEAM (QUAD C ST):**

The Clayton Collaborative Child Study Team serves as a single point of entry for children who may be exhibiting behaviors that impede the learning or do not promote prosocial conduct. A multidisciplinary team of agency representatives meet twice a month to assess the histories of treatment attempts and previous efforts to reduce the child's inappropriate behavior. Parents/Guardians of the children attend the meetings in order to provide pertinent historical information that can be useful in developing the child's action plan.

- **FINDING ALTERNATIVES FOR SAFETY & TREATMENT (F.A.S.T. PANEL):**

The FAST Panel is a multidisciplinary team that meets at the Juvenile Court to staff the cases of all children who have been detained within the previous 48 hours. This unique approach of assessing each child's "individual needs," prior to the child's first appearance in court, has been identified as a national model of early intervention once a child has been accused of a delinquent offense. Panel members interview parents/guardians of the children and explore issues that could possibly be leading to the child's delinquent behavior. The panel then makes a recommendation to the Judicial Officer at the time of the hearing as to whether or not the child should return to detention pending a further hearing or if the child should be released per set guidelines.

- **SCHOOL BASED PROBATION PROGRAM (SBPP):**

The School Based Probation Program was established to intervene with students who are on probation with Clayton County Juvenile Court. The goal of SBPP is to increase academic performance, reduce the number of discipline referrals, and increase student attendance for the purpose of increasing student success. The Juvenile Court Probation Officers, in conjunction with the School Social Workers, meet monthly to monitor the probationers' (students on probation) grades, attendance, and discipline. Juvenile Court Probation Officers are based at all high schools and assigned to serve the feeder schools. The presence of the Juvenile Court Probation Officers along with the services offered by the School Social Workers address prevention and recidivism.

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

DEPARTMENT OF EXCEPTIONAL STUDENTS

The Department of Exceptional Students (DES) provides services for students with disabilities which facilitate educational progression. The Individualized Education Program for students with disabilities specifies educational placement, programs, and supports for students along a continuum of services. Initial evaluation for special education services are administered only with parental permission. After the evaluation is completed, a staff meeting including parents/guardians, teachers, counselor, administrator, and the school psychologist will determine the student's eligibility, and if appropriate, placement in the system. The Individuals with Disabilities Education Act, 34 C.F.R. § 300 et seq. (IDEA), the federal law concerning the education of students with disabilities, requires schools to provide parents of a child with a disability with notice containing a full explanation of the procedural safeguards available under the IDEA and U.S. Department of Education regulations. A copy of this notice must be given to parents only one time a school year, except that a copy must also be given to the parents: (1) upon initial referral or parent request for evaluation to determine if the student is a student with a disability; (2) upon receipt of the first written formal complaint involving the student's school system; (3) upon receipt of the first due process complaint involving the student's school system in a school year; (4) when a decision is made to take a disciplinary action that constitutes a change of placement; (5) prior to accessing a student's or parent's public benefits or insurance for the first time; and (6) upon parent request. [34 C.F.R. § 300.504(a)]. You can access a copy of the parental rights can be found at

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

GEORGIA SPECIAL NEEDS SCHOLARSHIP

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

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

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

Student Eligibility Criteria 2- A student was enrolled and completed the previous school year in a Georgia public school in grades kindergarten through twelfth.

Student Eligibility Criteria 3- A student was reported as attending a Georgia public school by a school district(s) during mandatory student counts conducted in October and March.

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

SUPPORT SERVICES FOR STUDENTS

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

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

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

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

For additional information, please go to the Georgia Department of Education's Special Needs Scholarship Program website at: <https://www.gadoe.org/External-Affairs-and-Policy/Policy/Pages/Special-Needs-Scholarship-Program.aspx> or the Clayton County Student Services website at: <http://www.clayton.k12.ga.us/departments/student-services/StudentTransfers/index.asp>

CHILD FIND

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

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

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

SCHOOL COUNSELING

The Clayton County Public Schools (CCPS) counselors adhere to the American School Counselor's Association's (ASCA) National Model for School Counseling. CCPS counselors at the elementary, middle and high school levels design and deliver comprehensive school counseling programs that promote student achievement and school success. The programs are comprehensive in scope, standards-based, preventive in design and developmental in nature. Additionally, the programs promote the mission and vision of the CCPS and support their school's site based Comprehensive Improvement Plan.

CCPS counselors aid in the academic, personal/social, and career development of all students. The counselors utilize state standards for School Counseling, the ASCA National Standard's for School Counseling and ASCA's Mindsets & Behaviors for Student Success: K-12 College and Career-Readiness Standards for Every Student. Additionally, CCPS counselors work in collaboration with other support services personnel, administrators, teachers, students, parents and the community to establish a positive and supportive school environment that fosters academic achievement and school success. CCPS counseling programs are an integral part of every school in the District. By aiding students to realize their academic potential, achieve optimal personal growth, acquire positive social skills, and establish post-secondary and career goals, school counselors contribute to CCPS students becoming positive and productive citizens in a world-class economy.

HOMELESS EDUCATION SERVICES

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

HOSPITAL-HOMEBOUND SERVICES

Hospital Homebound (HHB) instructional services are intended to provide continuity of educational services between the school, home, or healthcare facility for students with certified medical conditions, either physical or psychiatric, that prevent them from attending school for a minimum of ten consecutive or intermittent days. To be considered eligible for HHB instructional services, the student's inability to attend school must be certified by the licensed physician or psychiatrist who is currently treating the student for the diagnosis presented. It is the parent's responsibility to request HHB services as soon as possible. The student's guidance counselor is the first point of contact for HHB referrals and HHB forms. Copies of required HHB forms (Referral, Medical Certification, and Parental Guidelines) are also available at: www.clayton.k12.ga.us/departments/student-services/HHB/hospitalhomebound.asp
Students and parents/guardians are reminded that HHB services are by design temporary and are not intended to supplant regular school services.

MULT-TIERED SYSTEMS OF SUPPORT (MTSS) /RESPONSE TO INTERVENTION (RTI)

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

Clayton County Public Schools has developed a Multi-Tiered System of Supports to be implemented at each school. This assists with identifying students who could benefit from additional support in the following areas: 1) academics; 2) discipline; 3) attendance; and 4) delinquency causing factors. Students may be identified using the following criteria:

- Three (3) days of unexcused absences
- Students who have five (5) days of out of school suspension and/or in school suspension referrals
- Failed two or more courses/classes in the previous year
- Truant previous year (10 or more unexcused absences)
- Delinquency causing factor; family function problems, weak problem solving skills, Department of Family and Children Services involvement or substance abuse problems.

PSYCHOLOGICAL SERVICES

Clayton County Public Schools Psychological Services Department is comprised of school psychologists who team with educators, parents, and other mental health professionals to ensure that every child learns in a safe, healthy, and supportive environment.

Psychological Services offers consultation, evaluation, and counseling services to all Clayton County Public School students when support is needed. In addition, support services are also offered to school personnel and parents/guardians to assist with interventions that can be used both at school and at home. A request to consult with the school psychologist can be made at the school or by calling the Psychological Services Department at 770-473-2700.

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

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

SCHOOL SOCIAL WORK SERVICES

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

Through counseling, crisis intervention, and prevention programs, school social workers help young people overcome the difficulties in their lives, and as a result, give them a better chance at succeeding in school. School Social Workers are trained to think of innovative solutions to complex problems. Their interventions often make a difference for young people at risk for academic failure. School Social Workers also provide the following services:

- Conduct Social History/Developmental Assessments to assist in the evaluation process to determine eligibility for special education services
- Conduct Community Outreach initiatives such as the Clayton County Food Drive
- Support the implementation of Multi-Tiered Support Systems for Attendance at all school sites
- Coordinate and assist with crisis intervention services
- Assist with conducting risk assessments for students who threaten to hurt themselves or others
- Conduct parent/guardian training to ensure that caregivers are empowered to be advocates for their students both at school and in the community
- Conduct training and assist with attendance processes and procedures
- Conduct functional behavioral assessments to assist in the development of behavior intervention plans to be implemented through the Multi-Tiered Systems of Support for Behavior process
- Provide group and individual counseling to students with social emotional and behavioral concerns.
- Conduct teacher training on positive behavior supports and supporting at-risk students
- Support for all programs and initiatives sponsored by the Teaching and Learning Department
- Crisis Intervention/Counseling
- Identification, Development, and Coordination of Resources to support students and their families

Students may be referred to the school social worker by a parent/guardian, school personnel, community agency, or others adults familiar with the student. A school social worker is scheduled to be in each school at least once a week. A request for services can be made at the school or by calling the School Social Work Department at (770) 473-2700.

SECTION 504

The Multi-Tiered Systems of Support (MTSS) framework and the Response-To-Intervention (RTI) process, is the mechanism in Clayton County Public Schools for identifying disabled students under Section 504. Data-based decision making about the student's progress and access to their education will determine when to consider the appropriateness of a Section 504 referral. For questions regarding Section 504 for students, contact the school-based 504 designee. The System 504 Coordinator may be reached at (770) 473-2700.

Notice of Rights of Students and Parents Under Section 504

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

For more information regarding Section 504, or if you have questions or need additional assistance, please contact Clayton County Public School's ("the school system") Section 504 Coordinator, at the following address: 1058 Fifth Avenue, Jonesboro, Georgia 30236, Phone: (770) 473-2700. The website is located at <http://www.clayton.k12.ga.us/departments/psychservices/section504.asp>.

The implementing regulations for Section 504 as set out in 34 CFR Part 104 provide parents and/or students with the following rights:

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33.
2. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.
3. Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to his or her needs. 34 CFR 104.34.
4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.
5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.
6. You have the right to not consent to the school system's request to evaluate your child. 34 CFR 104.35.
7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35.
8. You have the right to ensure that the school system will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social or cultural background, medical records, and parental recommendations. 34 CFR 104.35.
9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.
10. If your child is eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35.
11. You have the right to notice prior to any actions by the school system regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.
12. You have the right to examine your child's educational records. 34 CFR 104.36.
13. You have the right to an impartial hearing with respect to the school system's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36.
14. You have the right to receive a copy of this notice and a copy of the school system's impartial hearing procedure upon request. 34 CFR 104.36.
15. If you disagree with the decision of the impartial hearing officer (school board members and other district employees are not considered impartial hearing officers), you have a right to a review of that decision according to the school system's impartial hearing procedure. 34 CFR 104.36.
16. You have the right to, at any time; file a complaint with the United States Department of Education's Office for Civil Rights

Section 504 Procedural Safeguards

1. Overview: Any student or parent or guardian ("grievant") may request an impartial hearing due to Clayton County Public School's (the "school system") actions or inactions regarding your child's identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the school system's Section 504 Coordinator; however, a grievant's failure to request a hearing in writing does not alleviate the school system's obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the school system's Section 504 Coordinator. The school system's Section 504 Coordinator will assist the grievant in completing the written Request for Hearing

2. Hearing Request: The Request for the Hearing must include the following:

- a. The name of the student.
- b. The address of the residence of the student.
- c. The name of the school the student is attending.
- d. The decision that is the subject of the hearing.
- e. The requested reasons for review.
- f. The proposed remedy sought by the grievant.
- g. The name and contact information of the grievant.

Within 10 business days from receiving the grievant's Request for Hearing, the Section 504 Coordinator will acknowledge the Request for Hearing in writing and schedule a time and place for a hearing. If the written Request for Hearing does not contain the necessary information noted above, the Section 504 Coordinator will inform the grievant of the specific information needed to complete the request. All timelines and processes will be stayed until the Request for Hearing contains the necessary information noted above.

3. Mediation: The school system may offer mediation to resolve the issues detailed by the grievant in his or her Request for Hearing. Mediation is voluntary and both the grievant and school system must agree to participate. The grievant may terminate the mediation at any time. If the mediation is terminated without an agreement, the school system will follow the procedures for conducting an impartial hearing without an additional Request for Hearing.

4. Hearing Procedures:

- a. The Section 504 Coordinator will obtain an impartial review official who will conduct a hearing within 45 calendar days from the receipt of the grievant's Request for Hearing unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official.

- b. Upon a showing of good cause by the grievant or school system, the impartial review official, at his or her discretion, may grant a continuance and set a new hearing date. The request for a continuance must be in writing and copied to the other party.
- c. The grievant will have an opportunity to examine the child's educational records prior to the hearing.
- d. The grievant will have the opportunity to be represented by legal counsel at his or her own expense at the hearing and participate, speak, examine witnesses, and present information at the hearing. If the grievant is to be represented by legal counsel at the hearing, he or she must inform the Section 504 Coordinator of that fact in writing at least 10 calendar days prior to the hearing. Failure to notify the Section 504 Coordinator in writing of representation by legal counsel shall constitute good cause for continuance of the hearing.
- e. The grievant will have the burden of proving any claims he or she may assert. When warranted by circumstances or law, the impartial hearing officer may require the recipient to defend its position/decision regarding the claims (i.e. A recipient shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. 34 C.F.R. §104.34). One or more representatives of the school system, who may be an attorney, will attend the hearing to present the evidence and witnesses, respond to the grievant testimony, and answer questions posed by the review official.
- f. The impartial review official shall not have the power to subpoena witnesses, and the strict rules of evidence shall not apply to hearings. The impartial review official shall have the authority to issue pre-hearing instructions, which may include requiring the parties to exchange documents and names of witnesses to be present.
- g. The Impartial Review Official shall determine the weight to be given any evidence based on its reliability and probative value.
- h. The hearing shall be closed to the public.
- i. The issues of the hearing will be limited to those raised in the written or oral request for the hearing.
- j. Witnesses will be questioned directly by the party who calls them. Cross-examination of witnesses will be allowed. The impartial review official, at his or her discretion, may allow further examination of witnesses or ask questions of the witnesses.
- k. Testimony shall be recorded by court reporting or audio recording at the expense of the recipient. All documentation related to the hearing shall be retained by the recipient.
- l. Unless otherwise required by law, the impartial review official shall uphold the action of school system unless the grievant can prove that a preponderance of the evidence supports his or her claim.
- m. Failure of the grievant to appear at a scheduled hearing unless prior notification of absence was provided and approved by the impartial review official or just cause is shown shall constitute a waiver of the right to a personal appearance before the impartial review official.

5. Decision: The Impartial Review Official shall issue a written determination within 20 calendar days of the date the hearing concluded. The determination of the impartial review official shall not include any monetary damages or the award of any attorney's fees.

6. Review: If not satisfied with the decision of the impartial review official, any party may pursue any right of review, appeal, cause of action or claim available to them under the law or existing state/federal rules or regulations.

STUDENT SUPPORT TEAM (SST)

The purpose of the Student Support Team (SST) is to identify and plan alternative instructional strategies for students who are experiencing academic, social or behavior problems. The Student Support Team is a committee consisting of the referring teacher and at least two other educators. The parents/guardians of the student are invited to attend SST meetings for their child. The SST process provides problem-solving strategies and instructional support for teachers to increase student achievement. Questions concerning the Student Support Team process should be directed to the principal or his/her designee.



TRANSPORTATION INFORMATION

BUS PROCEDURES FOR STUDENTS

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

Parents of Special Needs Students must:

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

Parents of Students in Wheelchairs must:

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

MEETING THE BUS

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

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

SECURITY INTERVENTION

DISRUPTION OF PUBLIC SCHOOL BUS

According to Clayton County Ordinance No. 97-120, Section 62-45, it is a violation to impede or obstruct the movement of a school bus or the boarding or discharge of students from the bus; to personally board the bus; or to engage in any conduct on or around the bus that would likely be immediately detrimental to the peace, good order, or safety of the students and the school bus driver.

A video camera is used on all buses to monitor student behavior.

Vandalism: Do not scratch, cut or write on seats, walls, floors, etc. Any student responsible for vandalism will be expected to pay for all damage related to his/her actions before he/she can ride the bus again. However, this shall not interfere with transportation where it is provided as a related service for students eligible for special education or Section 504 per federal requirements. Clayton County Public School Police will be notified of said violations that disrupt or interfere in school bus operations.

GLOSSARY

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

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

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

Alternative Educational Program (AEP): an educational environment that provides for the educational and behavioral needs of students who have been removed from the regular school programs due to the discipline orders of another district, disruptive behavior, and/or violations of the behavior code

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

Assessing Comprehension and Communication in English State to State for English Learners (ACCESS for EL): standards-based, criterion referenced English language proficiency test designed to measure English Language Learners' social and academic proficiency in English

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

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

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

Chronic Disciplinary Problem Student: a student who exhibits a pattern of behavioral characteristics which interfere with the learning process of students around him or her and which are likely to recur.

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

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

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

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

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

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

Education for Homeless Children and Youth: Subtitle B of the Title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) requires each state to ensure that a child of a homeless individual and each homeless youth has equal access to the same fee, appropriate public 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:

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

Emancipated Minor: an individual under the age of eighteen who is no longer under the control of authority of his or her parents or guardians by operation or pursuant to a petition filed by the minor with the juvenile court as provided in O.C.G.A. 15-11202. Emancipation by operation of law occurs when a minor is validly married or as otherwise prescribed by law. Emancipation by petition is granted by a judge in juvenile court after the judge determines emancipation is the best interest of the minor

Emancipated student: student who is totally self-supporting

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

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

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

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

Federal Educational Rights and Privacy Act (FERPA): federal law that gives specific rights to parents/guardians regarding the educational record of their child

Felony: See Behavior Code

Free Appropriate Public Education (FAPE): federal law allowing for every child to be afforded the opportunity for a free appropriate public education

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

Georgia Department of Education (GADOE): the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education, including the implantation 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 new testing system that will be implemented during the 2014-2015 school year that will replace both the CRCT and the EOCT. A major benefit of the new system is that it is one consistent testing program across grades 3-12

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

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

Governor's Office of Student Achievement (GOSA): the state agency mandated by O.C.G.A. and 20-14-26 to create a uniform performance-based accountability system for K-12 public schools that incorporated both state and federal mandates, including student and school performance standards, and to audit and inspect or cause to be audited and inspected K-12 public schools, and LEA's for the purpose of verification, research, analysis, and reporting of for other purposes related to the performance of its powers and duties

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

Individuals with Disabilities Education Act (IDEA): federal law concerning the education of students with disabilities

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

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

In-School Suspension (ISS): Restriction of students to a specified location in the school so as to remove them from participation in regularly scheduled school activities

Instructional Team: committee established by the school principal or designee to make placement decisions concerning a student who does not meet expectation on the Criterion Referenced Competency Test of the Clayton County Public Schools' promotion criteria

Local Education Authority (LEA): terminology identifying the legal education authority for the district (Clayton County Public Schools)

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

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

Multi-Tiered Systems of Support (MTSS): the framework that supports Response to Intervention (RTI)

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

Official Code of Georgia (OCGA): state law

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

Out of School Suspension (OSS): suspension for a period of time from being present at school

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

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

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 be an occupant of the dwelling located within the school system. Proof of residence in the school district shall be required when a student enrolls and whenever a change of residence occurs, unless the student is homeless. Individuals not legally admitted into the country shall not be denied a free public education.

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

Restorative Practices: is a philosophy based on a set of principles that guide the response to conflict and harm. Restorative justice practices emphasizes 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. <http://www.icjia.state.il.us/public/pdf/BARJ/SCHOOL%20BARJ%20GUIDEBOOK.pdf>

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

Scholastic Achievement Test (SAT): college entrance examination which measures how well a student analyzes and solves problems

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

School Property: includes, but is not limited to:

- The land and improvements which constitute the school.
- Any other property or building, including school bus stops wherever located, where any school function or activity is conducted.
- Any bus or other vehicle used in connection with school functions and activities including but not limited to, school buses, buses leased by the School District and privately-owned vehicles used for transportation to and from school activities.
- Personal belongings, automobiles or other vehicles which are located on school property.
- En route to and from school (prior to imposing discipline regarding these incidents, schools should consult with the Student Services' Tribunal Office).

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

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

School Technology Resources includes, but is not limited to:

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

Section 504: individual accommodations for a disabled student

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

State Board of Education (SBOE) – the authority which defines education policy for public K-12 educational agencies in Georgia

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

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

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

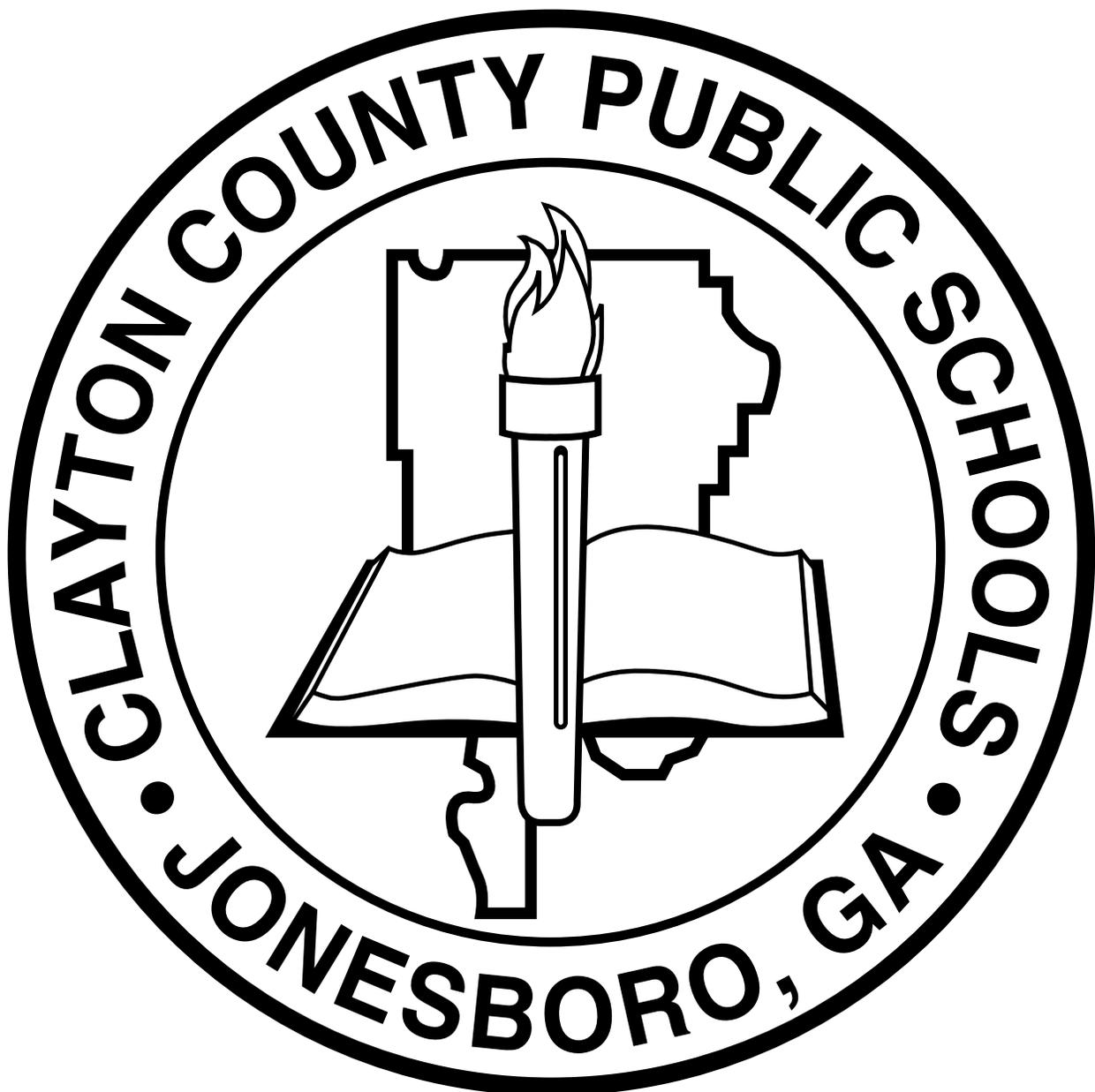
Surrogate Parent: person appointed for a student for whom no parent can be identified or who is a ward of the state or whose parent's whereabouts cannot be discovered after reasonable efforts by the local system

Truancy: refers to any child subject to compulsory attendance who during the school calendar year has more than ten days of school due to unexcused absences according to House Bill 242. School days missed as a result of an out of school suspension shall not count as unexcused days for the purpose of determining student truancy

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

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

Withdrawal Code: an official code signifying the reason a student has been withdrawn from school



Elementary Schools

Anderson Elementary - 101

4199 Old Rockcut Road
Conley, GA 30288 (404) 362-3820

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 30236 (678) 479-2600

Church Street Elementary - 105

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

East Clayton Elementary - 106

2750 Ellenwood Road
Ellenwood, GA 30049 (404) 362-3885

Edmonds Elementary - 107

4495 Simpson Road
Forest Park, GA 30297 (404) 362-3830

Fountain Elementary - 103

5215 West Street
Forest Park, GA 30297 (404) 362-3875

Harper Elementary - 134

93 Valley Hill Road, SW
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 Rock Cut Road
Forest Park, GA 30297 (404) 362-3825

Jackson Elementary - 136

7711 Mt. Zion Boulevard
Jonesboro, GA 30236 (678) 610-4401

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 (404) 362-3855

Lake Ridge Elementary - 130

7900 Lake Ridge Circle
Riverdale, GA 30274 (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 (404) 675-8019

McGarrah Elementary - 113

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

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 Northbridge Road
Fayetteville, GA 30215 (770) 460-2340

Riverdale Elementary - 121

6630 Camp Street
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
Jonesboro, GA 30238 (770) 473-2780

Tara Elementary - 124

937 Mt. Zion Rd.
Morrow, GA 30260 (770) 968-2915

Unidos Dual Language Charter School - 198

4475 Hendrix Drive
Forest Park, GA 30297 (404) 361-3494

West Clayton Elementary - 125

5580 Riverdale Road
College Park, GA 30349 (770) 994-4005

Middle Schools

Adamson Middle School - 019

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

Babb Middle School - 011

5500 Reynolds Road
Forest Park, GA 30297 (404) 362-3880

Eddie White K-8 Academy

11808 Panhandle Road
Hampton, GA 30228 (770) 472-2850

Elite Scholars Academy - 099

5968 Maddox Rd
Morrow, GA 30260 (404) 362-3811

Forest Park Middle School - 012

930 Finley Drive
Forest Park, GA 30297 (404) 362-3840

Jonesboro Middle School - 014

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

Kendrick Middle School - 024

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

Lovejoy Middle School - 021

1588 Lovejoy Road
Lovejoy, GA 30250 (770) 473-2933

Morrow Middle School - 015

5934 Trammel Road
Morrow, Georgia 30260 (404) 362-3860

Mundy's Mill Middle School - 016

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

North Clayton Middle School - 017

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

Pointe South Middle School - 020

8495 Thomas Road
Jonesboro, GA 30238 (770) 473-2890

Rex Mill Middle School - 029

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

Riverdale Middle School - 018

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

Roberts Middle School - 025

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

Sequoyah Middle School - 028

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

High Schools/Specialty Programs

Charles Drew High School - 315

6237 Garden Walk Blvd.
Riverdale, GA 30274 (770) 472-2820

Forest Park High School - 001

5452 Phillips Drive
Forest Park, GA 30297 (404) 362-3890

Jonesboro High School - 002

7728 Mount Zion Blvd.
Jonesboro, GA 30236 (770) 473-2855

Lovejoy High School - 006

1587 McDonough Road
Lovejoy, GA 30250 (770) 473-2920

Morrow High School - 003

2299 Old Rex-Morrow Road
Morrow, GA 30260 (770) 473-3241

Mount Zion High School - 007

2535 Mount Zion Parkway
Jonesboro, GA 30236 (770) 473-2940

Mundy's Mill High School - 008

9652 Fayetteville Road
Jonesboro, GA 30238 (678) 817-3000

North Clayton High School - 004

1525 Norman Drive
College Park, GA 30349 (770) 994-4035

Riverdale High School - 005

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

ChildTec

137 Spring Street
Jonesboro, GA 30236 (770) 480-8363

Flint River/North Jonesboro Center

1098 Fifth Avenue
Jonesboro, GA 30236 (770) 472-8473

Open Campus

137 Spring Street
Jonesboro, GA 30236 (770) 515-7601

South Metro Psychoeducational

(GNETS)
Program - Ash Street Center
5277 Ash Street
Forest Park, GA 30297 (770) 472-2860

M. E. Stilwell

School of Arts
2580 Mt. Zion Pkwy
Jonesboro, GA 30236 (770) 473-5079

STUDENT HANDBOOK NOTES PAGE

COMPLAINTS AND GRIEVANCES

GRIEVANCE PROCEDURE FOR:

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

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

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

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

I. Definitions

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

II. Pre-Filing Procedures

- A. Prior to the filing of a written complaint, the student or employee is encouraged to visit the Coordinator/Compliance Officer, and a reasonable effort should be made to resolve the problem or complaint.
The Coordinator/Compliance Officer for the various programs are listed in this policy.

III. Filing and Processing Discrimination Complaints

- A. **Grievant** Submits written complaint to Coordinator/Compliance Officer stating name, nature, and date of alleged violation; names of persons responsible (where known); and requested action. Complaint must be submitted within 30 days of alleged violation. Complaint forms are available in the Main Office or Personnel Department.
- B. **Coordinator/
Compliance Officer** Notifies respondent within 10 days and asks respondent to:
 1. Confirm of deny facts;
 2. Indicate acceptance or rejection of student's or employee's requested action; or
 3. Outline alternatives.
- C. **Respondent** Submits answer within 10 days to Coordinator/Compliance Officer.
- D. **Coordinator/** Within 10 days after receiving respondent's answer (to the Compliance Officer principal or other designee), the Coordinator/Compliance Officer schedules a hearing with the grievant, the respondent, and the principal or other designee.
- E. **Principal, Grievant,
Respondent and
Coordinator/Compliance Officer** Hearing is conducted.
- F. **Principal/Designee** Within 10 days after the hearing, issues a written decision to the student or employee, respondent and Coordinator/Compliance Officer.
- G. **Grievant or Respondent** If the grievant or respondent is not satisfied with the principal's/designee's decision, he/she must notify the Coordinator/Compliance Officer within 10 days and request a hearing with the superintendent.
- H. **Coordinator/** Within 10 days of request, schedules a hearing with the Compliance Officer grievant, respondent, and superintendent.
- I. **Superintendent,
Grievant, Respondent,
and Coordinator/Compliance Officer** Hearing is conducted.
- J. **Superintendent** Issues a decision within 10 days following the hearing

IV. General Provisions

- A. Extension of Time: Any time limits set by the procedures may be extended by mutual consent of the parties involved. However, the total number of days from the date that the complaint is filed until the complaint is resolved shall be no more than 80.
- B. Access to Regulations: The Clayton County Public School District shall provide copies of all regulations prohibiting discrimination on the basis of race, color, national origin, religion, sex, age, handicapping condition, or veteran status upon request.
- C. Confidentiality of Records: Complaint records will remain confidential unless permission is given by the parties involved to release such information. No complaint record shall be entered in the personnel file. Complaint records shall be maintained on file for three years after complaint resolution.

This grievance shall not apply to any matter when:

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

Title IX & Student/Sexual Harassment

1058 Fifth Avenue
Jonesboro, Georgia 30236
(770) 473-2845
Kevin May, Director of Athletics

Disabled Students - Section 504

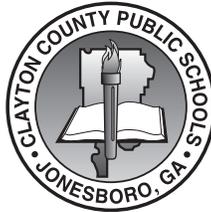
1058 Fifth Avenue
Jonesboro, Georgia 30236
(770) 473-2700
Mandy Condit, Ph. D., Director of Student Services

Disabled Employees/Americans with Disabilities Section 504

1058 Fifth Avenue
Jonesboro, Georgia 30236
(770) 473-2700
Douglas Hendrix, Ed. D., Chief Human Resources Officer

Athletics - Gender Equity

Tara Stadium, 1055 Battlecreek Road
Jonesboro, Georgia 30236
770-473-2845
Kevin May, Director of Athletics



Luvenia Jackson, *Superintendent of Schools*

Clayton County Board of Education Members

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

Mary Baker
Charlton Bivins
Ophelia Burroughs
Mark Christmas

Jessie Goree
Judy Johnson
Michael King
Benjamin Straker

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

Prepared & Provided by the Student Services Department of the Clayton County Public School System.