

**Clayton County Public Schools**  
**“Committed to High Performance”**



**School Based Virtual Learning Program**  
**Student/Parent Handbook**  
**2021-2022**



## **Vision Statement**

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

## **Mission Statement**

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

## FOREWORD

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

Clayton County Public Schools' **Vision** is to continue as a district of high performance preparing **ALL** students to live and compete successfully in a global economy. The district realizes that a vision of this magnitude requires smart and focused work, high expectations for all, and a strong partnership between school and community. The journey to realizing our vision is deeply rooted in the Clayton County Public Schools Strategic Improvement Plan, which is the direct result of the work of multiple stakeholder groups. This document is the roadmap to systemic improvement in the district. It supports the comprehensive local education agency improvement plan and its addendum that are required by the state and federal governments under the Elementary and Secondary Education Act (formerly No Child Left Behind legislation). The Clayton County Public Schools Strategic Improvement Plan is located at [Plans and Reports - CCPS](#).

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

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



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## **Welcome to Clayton County Public Schools School Based Virtual Learning Program**

Welcome to the 2021-2022 school year and the Clayton County Public Schools School Based Virtual Learning Program (VLP). CCPS School Based VLP offers an online learning experience for students in grades K- 12. We are committed to providing students with a high quality online educational experience in alignment with the vision and mission of CCPS. Our online community will provide virtual meetings, support on demand, and the opportunity to collaborate virtually and explore horizons independently.

This handbook will provide our students and families with important information about our program. Please review the content with your child(ren) and keep it accessible for future reference. If you have any questions, please feel free to call the school.

CCPS School Based VLP uses a blended learning model to provide high-quality instruction for all students. The CCPS School Based VLP curriculum uses digital content that is aligned to the Georgia Standards of Excellence. This curriculum is delivered by highly-qualified CCPS teachers and mirrors the scope and sequence of content taught in the classrooms at Clayton County Public Schools.

## **ENROLLMENT PROCEDURES**

The application process for the CCPS School Based Virtual Learning Program can be accessed through the district's website at: <https://www.clayton.k12.ga.us/>.

- Students in grades K-12 may enroll via an online application process starting April 14-May 14, 2021.
- Students may also be admitted as space becomes available in the second semester through a lottery application.
- All high school students and students enrolling from home-schooling must complete a transcript analysis to determine approval for enrollment. The transcript analysis will include a review of credit history and grade placement.
- The following courses are not offered for virtual learners. [Click link.](#)

## **TRIAL PERIOD--30 DAYS (4.5 WEEKS GRADING PERIOD)**

CCPS School Based VLP requires that students and parents fully engage in the online learning experience. Students must be focused, organized and possess the time management skills to be successful. Therefore, a 30-school day trial period (four and half weeks) is established each semester to assess a student's ability and desire to complete CCPS School Based VLP coursework.

Students will be assessed regarding their ability to meet the participation standards of engagement and progress during the 30-day trial period. Students who continue in CCPS School Based VLP after the 30-day trial period will be fully vested in their courses of study.

During the trial period, students who do not meet the participation standards of engagement and progress may be considered for reassignment from virtual learning to face-to-face learning without penalty. If the student was accepted in a CHOICE school/program and elects to withdraw from CCPS School Based VLP within the 30-day trial period, he/she may enroll in the CHOICE school/program. After the 30-day period the CHOICE school/program seat will no longer be available.

## **CONDITIONS FOR SUCCESS**

When considering enrolling your child at CCPS School Based VLP, please note that the following conditions, skills, and characteristics are identified as keys to success for a CCPS School Based VLP student (K-12):

- Support System at home that helps the student remain on track
- Motivated and Independent Learner who is able to Keep Pace with Instruction
- Strong time-management skills
- Strong organizational skills
- Strong communication skills
- Quiet space for learning
- Daily Attendance
- Parent/Guardian and Student Orientation on Using Canvas, the Chromebook features, and Lesson Routines
- Daily Attendance
- All instructional resources (print and digital)
- Lesson/Model Videos for Parents/Guardians
- Real-Time Support for Troubleshooting
- Headphone set (with microphone)
- Screentime specification

At the nine week grading period, students who do not meet the participation standards and are consistently behind in their coursework (average falls below a 75 and/or in jeopardy of retention) after interventions are implemented may be reassigned from virtual learning to face-to-face instruction. *The*

*following Grading Regulation [ Regulation IHA-R(1): Grading Systems] will continue to be enforced for the full-time virtual learning students. [Click Link.](#)*

Additionally, the following resources are required for CCPS School Based VLP students and are critical to their success in the CCPS School Based VLP:

- Consistent, stable internet connection
- Chromebook issued by the school OR a laptop, PC, or Mac
- Working camera and microphone

## **ROLE OF THE PARENT OR PARENT-DESIGNATED LEARNING COACH**

It is critical that parents and caregivers provide supervision and are fully involved in the learning experience for full-time virtual learning students. Each student has a parent or other responsible adult (outside of the school) who serves as the Learning Coach. It is the responsibility of the Learning Coach to provide the structure the student needs by establishing and managing the daily rituals and routines for the child's active participation and engagement at the CCPS School Based VLP. A student's lack of participation/engagement may result in reassignment from virtual learning to face-to-face instruction.

CCPS School Based VLP students access their learning resources - both print and digital resources. Parents/guardians are encouraged to monitor email once a day for updates/messages and to respond within 24 hours. It is critically important that student attendance is monitored to ensure they are fully engaged in the learning process. The role of the parent/responsible adult is to support the student in virtual learning through ongoing oversight. This supportive role should include establishing a daily schedule for completing online coursework, embracing technology, assisting in creating good organizational skills, making sure there is frequent communication, and asking for help when needed. Parents/Guardians must communicate learning obstacles to the virtual teacher as soon as possible, so that proper interventions may be implemented. The parent/guardian should communicate with the learning coach.

All parents/guardians or the designated learning coach will be required to attend an orientation to receive critical information and resources. Additionally, the parent/guardian must ensure they have the most up-to-date information on file and have access to the Infinite Campus Parent Portal along with Canvas progress alerts. Parents/Guardians and students will be expected to sign and submit the CCPS School Based VLP Agreement at the end of this guide upon enrollment. Submission of this form must occur to complete final enrollment.



## ATTENDANCE EXPECTATIONS

### Students are responsible for:

- Participating in every course each day;
- Logging in on time and work in courses each day;
- Leaving their cameras on during class and allow their faces to be seen;
- Responding when addressed by their teachers;
- Completing and submitting course assignments as indicated in accordance with due dates;
- Communicating with teachers and staff as needed via Google Classroom(s), telephone conversations, email correspondence, etc.
- Checking email at least once daily and responding to any teacher or staff inquiries within 24 hours.
- Contacting their teachers when they are unable to meet the above expectations due to circumstances beyond their control (i.e. illness, technology issues, etc.)

### Parents are responsible for:

- Providing adequate equipment and internet access to their children during school and for completing all their assignments;
- Helping their children establish a daily routine;
- Identifying an adequate working space, free of distraction, for their children;
- Ensuring that their children are dressed appropriately for school (No pajama, bonnet, loungewear, etc.)
- Helping their children reach out to teachers for support if needed;
- Providing up-to-date contact information (telephone, email addresses) to the school;
- Responding to emails, phone calls and other communication from the school within a reasonable timeframe not to exceed 72 hours;
- Communicating with teachers regularly regarding any questions or issues that arise;
- Ensuring that their children attend school regularly as mandated by the district's attendance and truancy protocol.

### Important Notes:

- Elementary school students must be present for at least  $\frac{1}{2}$  of the instructional day to be marked present.
- Secondary students' attendance will be taken for each class period. Students must be present for at least  $\frac{1}{2}$  of the class period to be counted present.
- Parents and students will be held accountable for compliance with the district's mandatory school attendance policy. (See Student Handbook for more details.)
- Enrollment in the Virtual Learning Academy may be discontinued if parents and students fail to abide by the above expectations. Furthermore, once withdrawn from the program, students will need to be enrolled in a traditional (brick and mortar) setting for the remainder of the academic year

Attendance will be monitored daily through login information provided within the online system. Students are required to login to courses and adhere to the timelines established for completion.

Per SBOE Rule 160-5-1-.02, CCPS School Based VLP students must participate in school learning activities for a minimum of 180 days per school year.

A student is marked present when they have met one or more of the following criteria for participation.

Asynchronous students must meet participation requirements and at least be on track, with the pacing of the course, to be considered present.

## INSTRUCTIONAL DAY

The following chart describes a student’s daily schedule based on their assigned learning model.

| Learning Model        | Description   | Daily Schedule  |
|-----------------------|---|---|
| Simultaneous Learning | In this model, the teachers use their technology to provide instruction to both the face-to-face students and the remote learning students at the same time. This model requires deliberate planning for how to engage and support students in varying locations.                       | Students will follow the same daily start and end times as students who are face-to-face learners. Students’ meal schedule and breaks will align with the school’s daily schedule. The teacher will continue to use a combination of synchronous and asynchronous learning to minimize screen time. |
| Segmented Model       | In this model, the school schedules teachers to have a segment of their day allotted to instruct the face-to-face students and a segment of the day allotted to instruct the remote learning students.  |   |
| Separated Model       | In this model, the school assigns a portion of teachers to instruct the face-to-face students, and a portion of teachers to instruct the remote learning students. This model requires that a sufficient number of students are enrolled in remote learning in order to avail teachers. |   |
| Teacher Support Model | In this model, the teachers are assigned a group of students to monitor, support, and offer assistance during office hours or other predetermined slots of time. This model assumes that students are capable of working independently during the majority of their school day.         | For this model, the students engage in asynchronous learning a majority portion of their learning week. Teachers will share their required dates/hours for synchronous learning time with their teacher(s).   |

**\*\*Each school will determine the instructional model of choice for their teachers and students. Synchronous learning requires students to engage in instruction with a live instructor, and asynchronous learning requires students to learn independently (with or without a teacher).**

**Participation**

Actively participating includes any of the following:

- Login and engage in live class sessions (synchronous instruction)
- Login and engage in digital platforms (asynchronous instruction)
- Progress made in digital course platforms
- Complete and submit assignments or tasks by due dates
- Work in group activities

**INSTRUCTIONAL SCHEDULE**

| Elementary School  | Middle School      | High School        |
|--------------------|--------------------|--------------------|
| 7:45 am to 2:15 pm | 8:45 am to 3:45 pm | 8:15 am to 3:20 pm |

*\*Please note: Each school will provide the specific start and end times for each period or block.*

**INSTRUCTIONAL SUPPLIES**

|   |  |
|---|--|
| Parents/guardians will be responsible for ensuring that students have the items listed below: |  |
| Elementary  | Headphones (preferably with microphone)<br>Jumbo Pencils and Jumbo Pencil Sharpeners<br>Primary Writing Journals<br>Laminated Cursive Writing Chart<br>Glue sticks<br>Composition Notebooks<br>Dry Erase White Boards and Dry Erase Markers<br>Regular pencils and highlighters<br>Crayons<br>Blunt Point/Child-friendly scissors<br>Graphing Paper<br>Construction Paper<br>Colored Pencils<br>Scissors (Safety)<br>Tape<br>Ruler |
| Middle and High School  | Headphones<br>Composition Notebooks<br>Dry Erase White Boards and Dry Erase Markers<br>Regular pencils, pens, and highlighters<br>Pencil Sharpener   |

|  |  |
|--|--|
|  | Graphing Paper<br>Construction Paper<br>Sticky Notes<br>Notecards<br>Pocket Folders<br>Colored Pencils<br>Markers<br>Scientific Calculator |
|--|--|

**\*Specific subject areas and courses may require additional resources.**

## COMMUNICATION

Communication is the key to a positive and successful experience with CCPS School Based VLP. It is important that students, parents, faculty and staff work together to communicate to ensure the success of the student. Teachers can always be reached by email and will respond within 24 hours.

For any student in grades K-12 with an average of 75 or less, weekly two-way communication between the instructor and the parent/ guardian is mandatory.

Students will be expected to participate during required live classroom activities/sessions. Students are also expected to be respectful when participating in live classroom activities, communicating with teachers and peers and in any written or presented assignment.

## PARENT PROGRAM TOPICS

- Parent/Student Handbook
- Navigating Canvas (e.g. communication, accessing/submitting assignments)
- Navigating Curricula Resources (e.g. Rapid Identity, Zoom, etc.)
- Navigating Accessibility Features of Chromebook
- Navigating Google Suites
- At-Home Assessment Expectations

## GRADING SYSTEM AND LATE WORK POLICY

CCPS School Based VLP provides opportunities for students to demonstrate mastery of standards. When students do not demonstrate mastery, they will be provided with support structures and interventions that assist them in filling the gaps in their knowledge and skills. The following Grading Regulation [ Regulation IHA-R(1): Grading Systems] will continue to be enforced for the full-time virtual learning students. [Click Link.](#)

At CCPS School Based VLP, students are responsible for participating in daily classes, accessing and completing daily assignments as outlined in each course and communicated by each teacher. Due dates for assignments will be posted and communicated by the teacher to ensure that students are informed of appropriate pacing.

All assignments must be completed and submitted no later than the assigned due date and time denoted by the teacher.

Temporary zeroes will be entered as grades for each assignment not submitted by the due date. The temporary zeroes will be calculated into the overall course scores.

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

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

## **ACADEMIC INTEGRITY**

CCPS School Based VLP is committed to aiding our students in becoming world class citizens and growing into productive members of society. Academic honesty and integrity is expected from all of our students. Academic dishonesty affects the individual student's academic progress and educational career. Each student is ultimately responsible for their own academic ethical behavior and academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to:

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

Violating this policy may result in the student losing credit for the assignment, unit, and/or course based upon the severity of the offense.

- **1st Offense** – No credit given for assignment and parent informed
- **2nd Offense** – No credit given for assignment and a parent conference held
- **3rd Offense** – No credit given for assignment and parent Conference held and possible suspension from Clayton County Public Schools School Based Virtual Learning program.
- **4th Offense** - No credit given for assignment and parent conference held and increased suspension from Clayton County Public Schools School Based Virtual Learning program.
- **5th Offense** - No credit given for assignment and parent conference held and recommendation for removal from Clayton County School Based Virtual Learning program.

## ASSESSMENTS

Assessments are a vital tool that are used to identify students’ strengths and weaknesses in order to assist in planning for instruction to support their educational needs. Students may be required to take assessments on camera.

Students in grades 3 through 12 are required to take the district and state assessments during the available dates for the school year. **Some assessments, like state and national required tests must be taken in person, at the assigned location, and at the assigned time.**

## GEORGIA MILESTONE

All students in grades 3 – 8 must take the Georgia Milestones End of Grades Assessment (EOG). All EOGs will be administered in person. Students will be notified in advance of their testing dates, times and reporting sites. Please see the table below for a listing of EOGs by grade:

| 2020-2021 GMAS Required Tests by Subject |            |             |         |                |
|--|------------|-------------|---------|----------------|
| Georgia Milestones                       | ELA        | Mathematics | Science | Social Studies |
| End of Grade                             | Grades 3-5 | Grades 3-5  | Grade 5 | Grade 8        |

Students in middle and high school are required to take an End-Of-Course (EOC) Assessment for each of the courses listed in the **table below** once they have completed the course, unless a dual enrollment college final or AP exam exemption is allowed per GaDOE guidelines. EOC assessments serve as the final exam and are worth 20% of the student’s final grade.

Allowable EOC Exemptions through AP/IB American Literature and Composition and United States History.

Allowable EOC Exemptions through Dual Enrollment American Literature and Composition, Physical Science, United States History, and Economics.

Please see the table below for a listing of EOC courses:

| 2020-2021 GMAS Required Tests by Course/Subject |                                     |             |  |                |
|---|-------------------------------------|-------------|--|----------------|
| Georgia Milestones                              | ELA                                 | Mathematics | Science                                      | Social Studies |
| End of Course                                   | American Literature and Composition | Algebra I   | Biology or Physical Science (8th grade Only) | U.S. History   |

\*This chart represents middle school grade 8 students and high school students taking the high school level course.

### NWEA-MAP

All students in grades 2-11 will take MAP Reading and MAP Math assessments 3 times per year. These exams may be administered in person or monitored on camera at the Beginning of the Year, Mid-Year and End of Year.

**Georgia Alternate Assessment (GAA)** is an additional assessment that will require in person administration.

**ACCESS for ELLs 2.0 and Alternate ACCESS** are additional summative assessments for English Learners that will require in person administration.

### PSAT

Those 8th grade students who attend a magnet program in CCPS will take the PSAT 8/9 in October. All first time 9th and 10th grade students will take the PSAT/NMSQT in October. All 11th grade students who met the benchmark score for both English Language Arts and Mathematics on the PSAT/NMSQT the previous year will take the PSAT/NMSQT in October, in order to possibly qualify for the National Merit Scholarship.

### SAT School Day

Those 11th grade students who wish to take the SAT may do this through the SAT School Day Initiative which is in March. Students must make a commitment to study for the SAT by participating in the Khan Academy SAT Tutorial program.

## **Advanced Placement (AP) Exams**

Advanced Placement exams are offered to students each year in May. Exams are offered for all students whether they are taking the AP courses through CCPS, Georgia Virtual School and Dual Enrollment. At this time The College Board offers students the ability to take AP exams either face to face or digitally. Each year The College Board will indicate which exams must be taken face to face and will provide a schedule for exams. Schools and students are informed as soon as these exams are indicated.

## **LIVE INTERACTION**

Classes will be conducted using a combination of asynchronous and synchronous (“real-time”) instruction. The combination of asynchronous and synchronous assignments may vary based on the grade level/course. Courses contain asynchronous reading assignments, activities, assessments and videos, as well as synchronous ‘live’ class sessions conducted by the teacher at predefined times. Teachers may provide recorded sessions/tutorials for students when needed.

The key component to the synchronous sessions is the online classroom technology teachers use to deliver and support instruction. Two-way instruction is interactive between the teacher and student. This interaction occurs through shared documents, email, video, text, or audio discussions, etc. Resources for two-way instruction may include the following: Canvas, Pre-Recorded Videos and Screencasts, ZOOM, Shared Documents, Live Discussion Boards, etc.

Teachers may provide instruction using a digital curriculum (Edgenuity-grades 9-12) that is aligned to the Georgia Standards of Excellence as well as additional resources. Students are expected to complete a combination of learning activities and assignments, online and offline. They will also provide opportunities for various online tutorial classes to allow for additional support to aid students in mastering content. Small group, instructional support classes and office hours are also provided.

Each school will provide the specific start and end times for each period or block and will distinguish the learning model for the period or block--refer to the chart on page 7.

## **Collaboration Assignments**

To promote collaboration and foster 21st Century skills, Clayton County Public Schools School Based VLP teachers will provide learning opportunities for students to collaborate with peers.

## **Labs**

Students may engage in lab investigations through online platforms (e.g. Gizmos) and/or may be required to report to a designated location to engage in onsite lab sessions when safety is a concern. An alternative lab investigation/assignment can be provided when the student is unable to participate in-person.

Students shall not engage in any lab investigations/activities at home that require eye protections or personal protective equipment per Board Policy ( [Board Policy JGF - Student Safety](#) ) that involves:



- Hot molten metal or other molten materials;
- Milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials;
- Heat treatment, tempering, or kiln firing of any metal or other materials;
- Gas or electric arc welding or other forms of welding processes;
- Repair or servicing of any vehicle; or
- Caustic or explosive materials
- Hot liquids or solids, hazardous chemical, injurious radiations, pathogens or other hazards.

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

- Students should not engage in completing lab investigations alone and without a parent/guardian physically present.
- Virtual labs, simulations (i.e. Explore Learning Gizmos, [Gizmo STEM Case Studies](#) and [NetLogo](#)) and/or an alternative assignment is encouraged when resources are not available or safety is a concern.

## **FIELD TRIPS**

Allowing students opportunities to engage in meaningful educational social interaction is an important part of the educational process. Clayton County Public Schools School Based Virtual Learning Program offers valuable optional experiences for students to participate in field trips to broaden their acquisition of knowledge. Through these experiences, students are also provided opportunities to connect with each other throughout the school year.

It is the responsibility of the parent/guardian to transport the student to (and from) the school for field trips.

## **PROMOTION AND RETENTION**

Promotion and retention will be determined as outlined in the Clayton County Public Schools policy IHE and IHE-R. [Promotion and Retention Regulation \(IHE-R\)](#)

## **STUDENT SUPPORT SERVICES**

### **Circle of Support**

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

“To perform best, children must come to school healthy, eager to learn, and ready to profit from instruction.” Hence, school-level Circles of Support (CoS) focus on creating and promoting *supportive learning environments* grounded on the four elements of an effective system: 1. positive conditions for learning, 2. physical and mental health supports, 3. specialized school supports, and 4. out-of-school time options (EdQuestGa.org).

Please refer to the Circle of Support Manual for further information. [Circle of Support Manual](#)

### **Exceptional Students**

#### **Adherence to Individuals with Disabilities Education Act (IDEA)**

Students with disabilities who qualify to receive Special Education services receive a free appropriate public education (FAPE) based on the student’s Individualized Education Program (IEP). In accordance with applicable state and federal laws, Clayton County Public Schools (CCPS) Virtual Learning Program provides students with disabilities the services and support needed to access and benefit from their virtual educational programs. CCPS Virtual Learning Program delivers specialized instruction and related services in the least restrictive environment (LRE), as determined by the student’s IEP team. The instruction and services delivered in CCPS’ virtual learning environment are provided at no cost to the parent, guardian, or student. In addition, CCPS Virtual Learning Program ensures procedural safeguards are provided and regular IEP meetings occur as required by law. CCPS Virtual Learning Program complies with state and federal Child Find regulations that require children who are suspected of being a child with a disability and in need of special education are identified, located, and evaluated.

#### **Services in the CCPS School Based Virtual Learning Program for Students with Disabilities**

Upon approval/acceptance into the Virtual Learning Program, the IEP team committee will meet to discuss appropriate adjustments to the IEP and needed supports and services while the student is in a virtual environment. In a virtual learning environment, students may receive consultative, collaborative, co-teaching, small group, and/or supportive services as outlined in the IEP. The IEP team may discuss additional accommodations or supports needed to better access instruction in a virtual environment and/or benefit from the resources of virtual support tools. Students with significant cognitive disabilities requiring services in a separate classroom setting at CCPS School Based Virtual Learning Program will participate in the adaptive curriculum program. Students with disabilities may require accommodations and/or modifications to their educational

program in order to participate in and be successful in CCPS VLP's general curriculum. Student enrollment locations for students accepted to the VLP may be adjusted to allow for virtual attendance at another school or location based on the needs in the student's IEP. Students accepted to the CCPS VLP are ensured that the IEP decisions are adhered to and in order to maximize and ensure supports and services are provided, the enrollment location may change.

Accommodations are provided, as determined by a student's IEP team, to allow the student to complete the same tasks and/or assessments as their non-disabled peers. Accommodations allow for changes in the timing, formatting, setting, scheduling, response, and/or presentation of the material. Accommodations do not reduce learning expectations. Modifications refer to practices that change, lower, or reduce learning expectations. Modifications may increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. As such, modifications are to be considered carefully and implemented in accordance with the student's IEP. Additional learning support sessions offered through appropriate environments and delivery models may be utilized as determined by the IEP team. This may include services scheduled on site at a school-based location to ensure the services are maximized for the individual student (e.g. physical therapy, psychological and speech evaluations, occupational therapy, and evaluations or assessments).

CCPS is committed to the full implementation of IDEA and adherence to federal, state, and local regulations, policies, and procedures in the Virtual Learning Program. CCPS VLP seeks to partner with faculty, staff, parents, students, and Special Education support providers to ensure that successful educational outcomes for students with disabilities are attained. Ongoing progress toward mastery of the student's IEP goals and objectives is a priority and monitoring of students' progress on general education standards and IEP goals and objectives is accomplished through consistent data collection methods using a variety of assessment strategies, techniques, and formats. The school team will regularly review student progress in the virtual environment and in accordance with the Virtual Learning Program guidelines as well as student individual needs and other relevant factors, the IEP team may determine that a student should be served in an educational setting not offered through the CCPS VLP to receive an education reasonably calculated to enable appropriate progress in light of the student's particular circumstances. In these instances, the IEP team may recommend that a student receive some or all of his/her services in the traditional educational environment.

For additional information or questions regarding CCPS School Based VLP's Special Education program, please contact the CCPS Department of Exceptional Students by phone or email - [des@clayton.k12.ga.us](mailto:des@clayton.k12.ga.us)

## **Gifted Students**

Gifted students will receive differentiated instruction services through the state approved Delivery Service Models: Cluster, Advanced Content, or Collaborative. Early Identification Program and Remedial Education Support is provided by the teacher of record if a student is qualified to receive services.

## English to Speakers of Other Languages (ESOL)

ESOL is an instructional program that targets and supports English language development (ELD) for eligible English learners in grades K-12. Instruction integrates the academic language of the Georgia Standards of Excellence and [WIDA ELD Standards](#). ESOL teachers must hold either the State approved ESOL endorsement or ESOL P-12 certification. Listed below are the CCPS approved program delivery models for instruction.

- Innovative model - technology integrated instruction (synchronous/asynchronous - K-12)
- Push in/collaborative teaching (K-12)
- Pull-out (grades K-5)
- Sheltered content (6-12)
- Language acquisition (6-12)

Local schools determine which delivery models are appropriate for their school populations. Assistance is provided by the CCPS ESOL Office for determining the most appropriate models for instruction based on student needs.

In order for English learners to successfully participate in the virtual academy with support, the ESOL Office recommends a score of 3.0 and above (composite proficiency level/CPL) on the WIDA Screener or ACCESS for ELLs 2.0 summative assessment. Students with a minimum score of 3.0 are considered *Developing* based on the WIDA language proficiency scale. The scale ranges from levels 1-6.

Each English learner is required to have an EL Individual Virtual Learning Plan on file that will detail English Language Development (ELD) expectations, goals and supports needed during instruction. The development of the plan will be led by the English learner's ESOL teacher.

The CCPS International Center provides language support services to parents who may need interpreting assistance to communicate with school staff. More information is available on the [International Center](#) webpage.

## Counseling, Enrollment and Post-Secondary Readiness

CCPS School Counselors will implement a holistic approach to meeting all students' needs in a virtual setting through a comprehensive, versatile and flexible school counseling program. The aforementioned ensures a landscape that supports a continuum of uninterrupted school counseling services. In addition to the above mentioned, the comprehensive and developmental model support Clayton County Public Schools Strategic Goals 'as outlined below:

**Goal 1:** To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national and international assessment results

**Goal 3:** To create an environment that promotes active engagement, communication, accountability, and collaboration of all stakeholders to maximize student achievement

**Goal 4:** To provide high quality support services delivered on time and within budget to promote high

performance in the Clayton County Public Schools

The comprehensive school counseling program will support the academic, social/emotional and post-secondary needs of all students. The CCPS School Counselor will 80% of their time engaged in the following:

- **Instruction**: school counseling curriculum in large groups, google classrooms, small groups or individually;
- **Appraisal and advisement**: working with students to analyze and assess their abilities, interests, skills and achievement, make recommendations based on the appraisal of tests, inventories and other data to help students make decisions about their future which can be facilitated with individual students, small groups, and in classroom settings;
- **Counseling**: emphasis on direct service of counseling in individual or small group settings.

Clayton County Public Schools' counselors will ensure that the counseling services are tiered and targeted to support the holistic and positive experience, within the virtual learning environment, that will promote academic success, social/emotional development, and college & career readiness.

Parents and students will be able to connect with their school counselors via Google Hangout, Google Classroom, Zoom, Podcasts, Facetime, Skype and Canvas. School Counselors will also communicate with parents via their schools' website, digital newsletters, and on social media. Please visit the following website for additional information ,[Counseling, Enrollment, & Post-Secondary Readiness](#).

## **Student Discipline**

All students in the Clayton County Public Schools School Based Virtual Learning Program must adhere to the Clayton County Public Schools Student Code of Conduct. Students must behave with integrity and honesty while participating in all online classes, and students are expected to treat teachers and peers with respect at all times. Any violations of the rules of the CCPS Code of Conduct may result in consequences as outlined in the Code of Conduct up to and including long-term suspension and/or expulsion from CCPS (*SCCPSS policy JD and JD-R*).

While expectations for behavior are clearly outlined in the CCPS Code of Conduct, it is especially important that students understand expectations are required in the virtual program regarding attire for participation in online classes as it pertains to appropriate dress and respectful discourse.

## **Student Behavioral Health and Wellness**

Student behavioral health refers to the impact of academic or emotional behavior on overall wellbeing. Student wellbeing is supported by utilizing academic, behavioral, and wellness supports through a multi-tiered approach.

In accordance with State regulation regarding the provision of supplemental services to students in general education who are in need of Tier 3 academic and/or behavioral support, CCPS school teams will implement the

[Student Support Team process and procedures](#), to ensure students have access to resources needed to fully benefit from the virtual educational program. Additionally, students who qualify to receive protections under [Section 504](#) will obtain accommodation and support as outlined in the Individual Accommodation Plan (IAP). Evaluative services for students who are in need of a comprehensive evaluation or screening for students in the virtual environment will occur in either the face to face (by appointment) or virtually (if appropriate).

To ensure the welfare of all students who express thoughts of self-harm, demonstrate threat to self or others, or reports of bullying are protected, students will have access to support through the [Safety and Wellness Checklist process](#). Students in the virtual environment will complete the process by utilizing zoom or google suite. All students have access to virtual avenues to self-report by accessing the department webpage or the assigned school psychologists google classroom. Additionally, students can have access to virtual wellness resources (live and recorded) on the [department's web page](#).

## **Student Services**

### **Immunizations**

Georgia Law requires that all public school students have an up-to-date Georgia Immunizations Form 3231 unless the student has an exemption (medical or religious). Effective for the 2021-2022 School Year, all students entering or transferring into the 11 grade will need proof of the meningococcal booster shot (MCV4), unless their first dose was received on or after their 16th birthday.

Immunizations may be obtained at the Clayton County Board of Health, School Based Health Center (North Clayton High School) or your healthcare provider. Exemption on the basis of religious beliefs may be recognized, subject to the requirements of OCGA 20-2-771.

### **Hospital Homebound Services (HHB)**

Hospital Homebound (HHB) services are designed to provide continuity of education between the school, home, and healthcare facility for students enrolled in CCPS whose medical conditions (physical or psychiatric) prevent them from attending school for a minimum of ten consecutive or intermittent days during the school year. Eligibility for HHB must be certified by the licensed physician or psychiatrist who is currently treating the student for the diagnosis presented. The student's guidance counselor is the first point of contact for HHB referrals and HHB forms. Additional HHB information and HHB forms are available at: [https://www.clayton.k12.ga.us/departments/student\\_services/hospital\\_homebound/documents](https://www.clayton.k12.ga.us/departments/student_services/hospital_homebound/documents)

## Dress

- Students should dress neat and appropriately.
- No pajamas or sleepwear should be worn during live sessions.
- Clothing that is disruptive, inappropriate or vulgar should not be worn.
- Students should not wear clothing that references drugs, alcohol or gangs.

## Respectful Discourse

Attitude and tone can be hard to convey in writing, but it is important in online classes. We expect our students to treat their teachers and their peers with the highest respect as they would in any face to face course. Students who are disrespectful will be subject to consequences aligned with our Acceptable Use Policy. Here are some expectations regarding respectful discourse online

- **Use proper English:** Remember this is a classroom. Do not use texting shorthand, unusual screen names, slang and abbreviations in your posts.
- **Carefully choose your words:** Since you can't always see each other face to face, in classroom discussions it is easy to be misunderstood. Always read your post back to yourself to make sure your word choices convey your feelings.
- **Don't make it personal:** Expressing your opinion is encouraged, but don't make disagreements personal.
- **Refrain from using all capital letters:** This behavior is like yelling at your teacher or peers
- **Do not use profanity:** Keep your posts clear of profanity, inappropriate images or links to inappropriate websites.

## SCHOOL PROPERTY

Clayton County Public Schools provides academic support tools, equipment, and assistive technology when warranted and at its sole discretion. These materials are school property and must be kept in good condition. Damage incurred to school property is subject to disciplinary action and/or replacement at the family's expense.

## MEAL SERVICE

Students participating in the Clayton County Public Schools - School Based Virtual Learning Program and wish to receive breakfast and lunch through the district School Nutrition Program, parent/guardian may pick up the meals at any open curbside location on behalf of the student(s).

The curbside operating hours are 7:00 am. - 12:00 noon Monday - Friday.

## **TECHNOLOGY**

Chromebook/Laptop devices are provided upon enrollment to assure students have the appropriate technology device to actively engage in teaching and learning. Internet service is the responsibility of the parent.

All school property must be returned when a student is withdrawn from the school. It must be returned clean and in good condition. Failure to return school property upon request will be considered theft and a police report will be filed. PLEASE KEEP THE BOXES AND PACKING MATERIALS THAT SCHOOL PROPERTY WAS DISTRIBUTED IN/SHIPPED IN FOR FUTURE RETURNS.

**After Reviewing this handbook, please sign and return the**  
**Expectations Agreement**