



2020-2021

Student/Parent Handbook
Pre-Kindergarten-12th Grade

<https://www.csdecatour.net>

2020-2021 PreK-12 Student/Parent Handbook

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School District Information

City Schools of Decatur

125 Electric Avenue

Decatur, GA 30030

404-371-3601

Dr. David Dude

Superintendent

The Board of Education

Lewis Jones, Chair

Tasha White, Vice Chair

Heather Tell, Member

Jana Johnson-Davis, Member

James Herndon, Member

Mission

Our mission is to work with and inspire students to grow and develop their ability to learn, think, and inquire through meaningful, motivating, and rewarding learning experiences supported by highly qualified, caring adults in a safe, supportive, and inviting environment.

Vision

We will build the foundation for all children to be their best, achieve their dreams, and make the world a better place.

Board Meeting Schedule

Decatur Board of Education meetings start at 6:30 p.m. in the boardroom at the Elizabeth Wilson School Support Center, 125 Electric Avenue, Decatur, GA 30030. Regular monthly board meetings include community input. Meeting dates are subject to change, therefore, the public should always confirm dates via postings at schools or the CSD website.

Regular Monthly Meetings for the 2020-2021 school year occur generally on the second Tuesday of the month.

Hours of Operation

College Heights Early Childhood Learning Center	8:00 am – 2:30 pm
K-2 Elementary Schools (Clairemont, Glennwood, Oakhurst, Westchester, Winnona Park)	8:00 am – 2:30 pm
Fifth Avenue Upper Elementary School	7:45 am – 2:30 pm
Talley Street Upper Elementary School	7:45 am – 2:30 pm
Renfroe Middle School	8:40 am – 3:40 pm
Decatur High School	8:30 am – 3:30 pm

Wilson School Support Center Leadership Staff

Dr. Kristy Beam, Executive Director of Curriculum and Instruction	404-371-3601 x 1045
Ms. Lowanda Bowman, Transportation Director	470-237-0368 x 7602
Ms. Lonita Broome, Executive Director of Finance	404-371-3601 x 1023
Ms. Marcia Bryant-Fowler, Director of Professional Learning and Evaluation	404-371-3601 x 1054
Ms. Courtney Burnett, Director of Community and Government Relations	404-371-3601 x 1033
Dr. David Dude, Superintendent	404-371-3601 x 1034
Dr. Maggie Fehrman, Assistant Superintendent	404-371-3601 x 1056
Ms. Frances M. Holt, Executive Director of State and Federal Programs	404-371-3601 x 1039
Dr. Lillie Huddleston, Executive Director of Equity and Student Support	404-371-3601 x 1026
Ms. Tiffany Lawrence, Student Nutrition Director	470-237-0368 x 7606
Mr. Eston Melton, Executive Director of Information Services	404-371-3601 x 1021
Mr. Sergio Perez, Executive Director of Operations	404-371-3601 x 1035
Ms. Adena Walker, Director of Staff Support	404-371-3601 x 1012
Ms. Heidi Whatley, Director of Research and Analytics	404-371-3601 x 1064
TBD , Facilities and Maintenance Director	404-371-6677

School Principals

College Heights Early Childhood Learning Center, Sarah Garland	404-370-4480
Clairemont Elementary, Dr. Curtis Armour, Jr.	404-370-4450
Glennwood Elementary, Dr. Holly Brookins	404-370-4435
Oakhurst Elementary, Ms. Tanisha Sanders	404-370-4470
Westchester Elementary, Dr. Kimberly Watson	404-370-4400
Winnona Park Elementary, Ms. Ruth Scott	404-370-4490
Fifth Avenue Upper Elementary, Ms. Karen Newton-Scott	404-371-6680
Talley Street Upper Elementary, Mr. Billy Heaton	470-283-7340
Renfroe Middle School, Mr. Greg Wiseman	404-370-4440
Decatur High School, Ms. Rochelle Lofstrand	404-370-4170

School District Calendar 2020-2021

August 17, Monday	First day for all students
September 7, Monday	Labor Day Holiday (Administrative Offices Closed)
September 11, Friday	1 st Marking Period Ends
October 30, Friday	2 nd Marking Period Ends
November 2, Monday	Teacher PL/Work Day
November 23 - 27	Thanksgiving Break (Administrative Offices Closed)
December 18, Friday	3 rd Marking Period/1 st Semester Ends
December 21 - January 1	Holiday Break
January 4, Monday	Teacher PL/Work Day
January 5, Tuesday	First Day Second Semester
January 18, Monday	Dr. Martin Luther King, Jr. Holiday
February 12, Friday	4 th Marking Period Ends
February 15 - 19	Winter Break
April 2, Friday	5 th Marking Period Ends
April 5 - 9	Spring Break
May 28, Friday	Last Day for all students/6 th Marking Period Ends
May 31, Monday	Memorial Day Holiday

Alphabetical Listing of Topics

Accreditation

All schools in the City Schools of Decatur are accredited by Cognia (formerly known as AdvancEd and before that the Southern Association of Colleges and Schools).

After-School Plans

After-school plans for your child should be made at the beginning of the school year and sent in writing to school officials.

If there will be a change in your child's daily routine, please write a note of explanation and send it to school with your child in the morning. In the case of an emergency change in plans, please call the school office by noon. **Please do not send an email. Email is not an acceptable way to communicate changes in after-school plans** because you cannot verify that your message has been received and therefore delivered to your child.

After-School Care

We have a list of after school options on our district website. Please visit <https://www.csdecatur.net/afterschool> for information about after school providers in the City of Decatur.

Attendance

Attendance/Truancy Protocol

Attendance is an essential component to a student's academic success. When students are absent or arrive late, they lose important opportunities to learn. Excessive tardies and absences can prevent children from succeeding academically and socially.

Purpose

The purpose of the attendance/truancy protocol is to increase academic achievement and reduce truancy among students in the school system in compliance with the mandates of (O.C.G.A. § 20-2-690-2). Schools will keep a daily record of each student's presence, absence, tardiness, and early departure. An absence, tardy, or early departure will be entered as "excused" or "unexcused" along with the stated reason. A copy of the appropriate documentation will remain on file at the school for verification, if needed, for at least two years. Parents must provide written documentation including handwritten notes or email or appropriate medical documentation (i.e. doctor's excuse, dental excuse, discharge papers, etc.) for all absences from school within 3 school days of the student's return to school. If no written documentation or appropriate medical documentation (i.e. doctor's excuse, dental excuse, discharge papers, etc.) is received, then these absences, tardies, early departures will remain unexcused and appropriate attendance procedures will be followed.

Parent and Student Notification

- A. **City School of Decatur will provide each student as well as his/her parent, guardian or other person who has control or charge of the student, with a copy of the City Schools of Decatur Attendance Protocol and a summary of the possible consequences and penalties for non-compliance at the beginning of each school year (O.C.G.A. § 20-2-690.1 (c))**
- B. **By September 1 of each school year or within 30 school days of a student's enrollment in the City Schools of Decatur, both parent/guardian and student, age ten or older, must sign a statement indicating receipt of the code of conduct and restorative practices which includes the attendance/truancy policy and protocol (O.C.G.A. § 20-2-690.1). If a signed copy is not returned within thirty (30) days, schools will send a copy of the written statement of possible consequences via certified mail, return receipt requested, or First-Class mail to the parent. O.C.G.A. § 20-2-690.1 (c). Attendance Protocol for School**

- C. **The principal of each school will be responsible for ensuring that attendance is taken in a timely manner and that accurate records are kept. Attendance will be taken daily in every class period (elementary attendance will be taken once daily). All attendance will be maintained daily by the principal's designee. Principal's designee will notify parents/guardians if a student is absent for the school day. Absences due to out-of-school suspensions or expulsions shall not count as unexcused day for the purpose of determining student truancy (State Board Rule 160-5-1.10). The principal/designee may require medical documentation (i.e. doctor's excuse, dental excuse, discharge papers, etc.) after receiving 10 emails or hand written notes from a parent for student illness.**

Definitions:

A. **Truant:** A student is subject to the compulsory attendance laws when during the year he/she has more than ten days of unexcused absences. 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.

B. **Excused Absences: Absences for the following reasons are excused upon presentation of documentation from parent(s) in accordance with the City Schools of Decatur published attendance policy.**

1. Personal illness of the student or when attendance in school would endanger the health of the student or the health of others when, upon the student's return to school, a parent note is presented within three (3) school days of the student's return to school or appropriate medical documentation (i.e. doctor's excuse, dental excuse, discharge papers, etc.). See O.C.G.A. § 20-2-693(Serious illness or death in student's immediate family necessitating the absence. In case of serious illness in a student's immediate family, the student is required to present appropriate medical documentation regarding family member within three school days of the students return to school. See O.C.G.A. § 20-2-262.2(b).
 - a. Court order by a government agency mandating the student's absence from school, including pre-induction physical examination for service in the armed forces.
 - b. Observation of religious holidays necessitates absence from school.
 - c. Conditions rendering attendance impossible or potentially dangerous to the student's health or safety as determined by the local school system.
 - d. An absence not to exceed one day for registering to vote or to vote in a public election.
 - e. Students are counted present at school when they are serving as pages of the Georgia General Assembly.
 - f. Visiting with a parent or legal guardian prior to overseas deployment to a combat zone or combat support posting or during leave from such deployment member of the armed forces of the United States or National Guard (maximum of five school days a year. See O.C.G.A. § 2-20-692.1(b).

C. **Unexcused Absences** include:

1. Student is absent from school for no acceptable reason (unlawful)
 - a. Parental Neglect
 - b. Illegal Employment
 - c. Truancy
2. Failure to attend school, with or without the knowledge of the parent or guardian, for reasons other than those specifically outlined as excused absences.
3. School days missed as a result of an out of school suspension shall not be counted as unexcused for the purpose of determining truancy or compulsory attendance.
4. Any undocumented absence that would otherwise be excused with the proper documentation.

D. **Attendance Committee:** A school level team lead by the principal/ principal designee to address student absenteeism. The committee at minimum shall consist of a principal or assistant principal, attendance secretary/designee, and school counselor. The committee is responsible for review of attendance data and attendance interventions as outlined in the attendance protocol.

Reporting /Investigating Absences

The school shall make two (2) reasonable attempts (including, email, but not limited to, phone calls to the parent or guardian, letters to the parent or guardian, either through U.S. mail or sent home with the student, and home visits) to notify the parent,

guardian or other person who has charge or control of the student of the student's absences.

After three unexcused absences:

1. The principal/designee shall send written notice of student absences to parent/guardian.

After five unexcused absences:

1. The principal/designee shall send written notice of student absences to parent/guardian and notifying parent/guardian of the possible consequences and penalties for truancy.
2. A member(s) of the attendance committee may contact the parent/guardian to complete an attendance contract.
3. If unable to communicate with parent/guardian regarding the student's attendance; the school shall send correspondence regarding student's attendance certified mail, return receipt requested or First-Class mail. The school shall retain signed copies of the notice and return receipts for the time period specified in State and Federal law as it applies to school attendance records. See O.C.G.A 20-2-690.1 (c).

After Ten Absences:

1. Unexcused absences:
 - a. The Student Attendance Committee will determine appropriate school level interventions to support students with ten or more unexcused absences.
 - b. The Student Attendance Committee may make a referral to the school social worker.
 - c. The district's school social worker may file a petition with the Dekalb County Juvenile Court (6-12) or Solicitor General's Office (K-5) for violation of the Georgia Compulsory School Attendance Law.
2. Excused absences:
 - a. The Student Attendance Committee will determine appropriate school level interventions to support students with ten or more excused absences.
 - b. After 10 or more excused absences in a school year, the parent may be required to provide a doctor's excuse for subsequent absences.
 - c. The notification letter to parent/guardian requiring a doctor's excuse for subsequent absences will be sent by the principal or principal's designee

Tardy Protocol:

Attendance is an essential component to a student's academic success. When students are absent or **arrive late**, they lose important opportunities to learn. **Excessive tardies** and absences can prevent children from succeeding academically and socially.

Tardy: A student is tardy when he/she arrives at school after the beginning of the official school day or is not in the assigned class at the beginning of the class period.

Excused: Late arrival to school or class which is a result of reasons defined herein as excused absences or as a result of events physically out of one's control such as inclement weather, health related emergencies, doctor's appointments, compliances with court order, etc.

Unexcused: Arriving late to school or class with or without the knowledge of parent/guardian, as a result of events within one's control, such as oversleeping, parent errands, etc., unless it is an excused tardy.

Early Checkouts: Leaving school prior to the end of the instructional day time or the end of the school day by a parent or legal guardian. Parents and legal guardians are encouraged to schedule all appointments following dismissal if at all feasible. Early checkouts must follow the individual schools checkout procedures.

1. To be considered "in attendance" on a school day for truancy purposes, a student must be present for at least one half of the school day, excluding the lunch period.
2. A parent or legal guardian must bring appropriate documentation (i.e. doctor's excuse, dental excuse, discharge papers, etc.) showing the necessity of an early checkout in accordance with the City Schools of Decatur published attendance policy.

Tardies /Early Check-Out: (Tardies are considered part of the Code of Conduct and Restorative Practices)

Consequences for Tardies Unexcused Tardies/Early Checkouts

- A. Each school will develop school-level guidance for reducing tardiness and early checkouts in conjunction with their school attendance committee. A progressive system should be incorporated in each school whereby appropriate consequences increase based on the number of tardies and early checkouts.

Tardies

A student coming in tardy must report to the office before going to class. No student who has been tardy is eligible for the perfect attendance award. All students are expected to be on time. Promptness is important to a student’s success in school.

Board of Education Policies and District Administrative Regulations

The rules and procedures outlined in this handbook are based on the approved policies of the board of education and District Administrative Regulations. Written policies are maintained in the City Schools of Decatur Policy Manual that is now an online publication and housed at <https://www.csdecatur.net/policiesandregs>.

Cafeteria/Breakfast and Lunch

The City Schools of Decatur (CSD) Nutrition Program strives to offer nutritious meals to the students attending CSD Schools. Breakfast and Lunch are available daily at all schools. Meals served in CSD meet nutrient standards set by the United States Department of Agriculture (USDA) for students of all grade levels. Food items meet high quality standards and are served by caring, committed staff members.

Parents of eligible students should complete the annual free or reduced meal price application for their child yearly. Applications may be picked up at your child’s school. Please return your completed application to the office of the principal. Only one application needs to be filled out for all members of a family. The school nutrition office approves applications based on eligibility guidelines set by the federal government.

For more information about the School Nutrition program, including how to pay for your child’s meals online, please visit Nutrition Department website at <http://www.csdecatur.net/nutrition/>.

Parents of students are encouraged to prepay for meals using our on-line parent portal or by sending payment to the school cafeteria. We encourage all parents to sign-up for our parent portal. From the portal you are able to monitor your student’s account and add funds to their meal fund balance. Instructions for accessing the parent portal and adding funds are on the district’s webpage. There is a charge for all returned checks.

Meal Prices are subject to change.

Meal Prices:

Student Meal Prices	Full Pay	Reduced	Free	Adults/Visitors
Elementary Breakfast	1.25	.30	No Charge	2.00
Elementary Lunch	2.75	.40	No Charge	4.00
Middle & High Breakfast	1.65	.30	No Charge	2.00
Middle & High Lunch	3.00	.40	No Charge	4.00

Charging of meals is discouraged although sometimes unavoidable. Parents will be notified every Friday by email if the student's lunch account gets below zero. Also, parents may set up alerts in the parent portal to notify them if their lunch account balances falls below a parent designated threshold. Federal guidelines do not allow the school nutrition department to cover the cost of meal charges. Please visit the school district’s web page to review the current district charge policy.

Students should not bring soft drinks or food items wrapped in packaging from an outside vendor to the cafeteria.

Accommodating Students with disabilities and/or Special Dietary Needs:

City Schools of Decatur will make accommodations for children with disabilities whose disability or special dietary need restricts their diet, when that need is certified by a licensed physician. For modifications or substitutions to the school meals, the school’s Nurse or Nutrition Manager must have a written **Medical Statement to Request Accommodations for Disabilities in the School Meal Programs Form** on file that is signed by a licensed physician or licensed health care professional who is authorized to write medical prescriptions under State law.

The Physician’s medical statement must identify the specific nutritional needs of the student. This includes listing all dairy, peanut, shellfish, or other types of food allergies. *Note this form is available on the School Nutrition website under the Menus -Special Diet tab. Parents should have this form completed by the licensed physician or licensed health care professional who are authorized to write medical prescriptions under State law.

ECLC is our only facility where nuts are not served. However, CSD does not claim to have peanut or nut free schools. Children have the option to bring meals from home; therefore meals may contain nuts or foods purchased from a facility that processes nuts.

To support the management of special dietary needs, the entire day’s menu is posted on the School Nutrition website.

Responsibility of Parents with Students requiring Special Dietary Meals:

Notify the School Nurse of any food allergy, disability, or special dietary need regarding their child.

Provide Medical Statements completed by a licensed physician or licensed healthcare professional who is authorized to write medical prescriptions under State law.

Participate in any meetings or discussions regarding the student’s meal plan. Maintain a healthy line of communication with the School Nurse, Nutrition Manager, and Nutrition Department Program Supervisor/Director, and others as needed.

Notify the School Nurse/Nutrition Manager of any changes relating to the special dietary need, or needs (a new Medical Statement is required if the diet changes).

Submit a new medical statement each year or verify the accuracy of the medical statement yearly that a child requires special dietary meals or substitutions.

For additional questions regarding the School Nutrition Program, call (470) 237-0368 ext. 7608.

This institution is an equal opportunity provider.

Code of Conduct and Restorative Practices

City Schools of Decatur adopts a Code of Conduct and Restorative Practices for Students on an annual basis. All students are subject to the Code of Conduct and Restorative Practices. It is available online at <https://www.csdecatur.net>.

Curriculum and Instruction Overview

The Office of Curriculum and Instruction includes the following departments:

- Academic Programs
- Extended Day Tutoring

- General Education/Multi-Tiered System of Supports (MTSS)
- Gifted and Talented
- Instructional Programs (EL, IB, AP, etc.)

Our Core Beliefs about Curriculum and Instruction

Our instructional programs and the learning standards/expectations support the core beliefs we hold about curriculum and instruction.

- We believe all students can learn.
- We believe students learn best when they experience instruction that is meaningful, rewarding, and challenging and that prepares them for lifelong learning.
- We believe the best learning is active and experienced and happens in community with others.
- We believe curriculum is most impactful when it combines rigor with joy.
- We believe it is important for curriculum and instruction to promote intercultural understandings.

We believe student achievement is defined not only by mastery of the content standards but also the development of character and the quality of the work produced.

Our Goal of Education

Our goal of education in City Schools of Decatur, birth to grade 12, is to cultivate and nurture extraordinary, critical thinkers who are ethical and inspired to make the world a better place. There are two complementary instructional programs in City Schools of Decatur that support our goal of education:

- EL Education (formerly Expeditionary Learning) in our five lower elementary K-2 schools (Clairemont, Glennwood, Oakhurst, Westchester, and Winnona Park)
 - For more information about the EL Education instructional program, please click [here](#).
- International Baccalaureate (IB) programmes in our two upper elementary schools (Fifth Avenue Upper Elementary School and Talley Street Upper Elementary School), our middle school (Renfroe Middle School), and our high school (Decatur High School).
 - For more information about the International Baccalaureate instructional programs, please click [here](#).

Learning Standards/Expectations

- The College Heights Early Childhood Learning Center serves children from infant – pre-kindergarten. The curriculum and instruction in infant to pre-kindergarten classrooms align with the Georgia Early Learning and Development Standards (GELDS).
 - Please visit <http://www.gelds.decal.ga.gov> for the Georgia Early Learning and Development Standards (GELDS).
- For kindergarten to grade 12, we align our curriculum and instruction to the Georgia Performance Standards of Excellence. Please visit <https://www.georgiastandards.org> to review the Georgia Department of Education standards for a specific subject and grade level.
- For students who choose to take International Baccalaureate (IB) Diploma courses in grades 11 and 12, the curriculum is aligned to the IB standards for the specific course.

For more detailed information, please click [here](#) or contact Kristy Beam, Executive Director of Curriculum and Instruction, at kbeam@csdecatur.net.

CSD Acceptable Use Policy (AUP)

The information systems and internet access available through City Schools of Decatur (CSD) are available to support learning, enhance instruction, and support school system business practices. CSD information systems are operated for the mutual benefit of all users. The use of the CSD network is a privilege, not a right. Users shall not do, or attempt to do, anything that might disrupt the operation of the network or equipment and/or interfere with the learning of students or work of CSD employees.

All access to the CSD network shall be approved by the principal, program manager, supervisor, or their designee. The school or office may restrict or terminate any user's access, without prior notice, if such action is deemed necessary to maintain computing availability and security for other users of the systems. Other disciplinary action may be imposed as stated in the City Schools of Decatur Code of Conduct and Restorative Practices Handbook.

CSD implements internet filtering in accordance with the federal Children's Internet Protection Act. Schools will continue to educate students on personal safety practices and effective techniques for identifying and evaluating information and its sources. CSD cannot warrant that students will be prevented from accessing inappropriate material or sending or receiving inappropriate communications; however, the district has an Internet Safety administrative regulation with the objective of keeping students safe when using school system technology resources.

The school system reserves the right to monitor, inspect, copy, and store at any time and without prior notice any computer or network file(s) and information, computer and network usage data, or any information transmitted or received in any form through the CSD network and/or with CSD equipment. All such information and files shall be and remain the property of the school system.

This AUP applies to all students who have access to CSD resources, including during e.g. remote learning sessions, school breaks, holidays, placement in alternative settings, and study-abroad opportunities.

Respect for Others

Users should respect the rights of others using the CSD network by:

- Using assigned devices as directed by the teacher, principal, or other supervisor.
- Being considerate when using scarce resources.
- Always logging off equipment after finishing work.
- Not deliberately attempting to disrupt system performance or interfere with the work of other users.
- Leaving equipment and room in good condition for the next user or class.
- Not accessing, changing, sharing, or deleting files belonging to others.

Ethical Conduct for Users

It is the responsibility of the user to:

- Use only their assigned account or password. It is a violation to give access to an account to any other user.

- Recognize and honor the intellectual property of others; comply with legal restrictions regarding plagiarism and the use and citation of information resources.
- Use CSD computing resources in a manner that is consistent with the mission of the school system.
- Help maintain the integrity of the school information system. Deliberate tampering or experimentation is not allowed. This includes the use of CSD network and resources to illicitly access, tamper with, or experiment with systems outside CSD.
- Not use offensive, obscene, and/or harassing language when using the CSD network and resources.

Respect for Property

The only software, other than teacher-assigned student projects that yield a software program, to be used on school computers or the school network are those products that the school may legally use. Duplicating copyrighted software without full compliance with the terms of an authorized license agreement will not be tolerated. Modifying copyrighted software or borrowing software is not permitted.

- Do not modify or rearrange device configurations, configuration files or settings, keyboards, individual keycaps, monitors, printers, or any other peripheral equipment.
- Report equipment problems immediately to the teacher, principal, program manager, or supervisor.
- Leave workstations and peripherals in their designated places.

Internet Safety and Security

- Information may not be posted if it violates the privacy of others, jeopardizes the health and safety of students, is obscene or libelous, causes disruption of school activities, plagiarizes the work of others, is a commercial advertisement, and/or is not approved by the principal or program manager.
- Real-time messaging and online chat may only be used with the permission of the teacher, principal, program manager, or supervisor.
- Students are not to reveal personal information (e.g. last name, home address, phone number) in correspondence with unknown parties.
- Users exercising their privilege to use the internet as an educational resource shall accept the responsibility for all material they seek.
- Users are responsible for reporting any inappropriate material they receive.
- Users are prohibited from accessing internet content that is inconsistent with the educational mission of CSD.
- All student-produced web pages are subject to approval and ongoing review by supervising teachers and/or principals. All web pages shall reflect the mission and character of the school and district.
- Users are prohibited from viewing, sending, and accessing illegal material.
- Users are prohibited from downloading inappropriate or illegal material on CSD computers.
- Students are prohibited from bypassing or attempting to bypass the internet content filter. Employees may bypass the filter only for bona fide research or other lawful purposes to support instruction.

Personally Owned Computing/Network Devices (BYLD)

To enhance learning, CSD students may participate in a Bring Your Learning Device (BYLD) program by bringing their own learning technology to designated CSD sites. Currently, only Decatur High School offers a BYLD program

BYLD technology means personally-owned, internet-accessible equipment used for instructional purposes. BYLD technology must allow access to the internet through a web browser and be capable of accessing the BYLD network.

Students using personally owned electronic devices must follow the policy stated in this document while on school property, attending school-sponsored activities, or using the CSD network.

- A user provides their own BYLD technology, and CSD is not responsible for the setup, power needs, or support of such devices.
- Students are not required to bring BYLD technology to school.
- BYLD technology may connect only to the designated BYLD wireless network, and users must use only the individual passcode specifically assigned to them. Students are only permitted to connect to the CSD Wi-Fi network (not private cellular service) while on CSD premises.
- The school's internet content filters will be applied to the CSD BYLD network, and students are prohibited from circumventing them. Users are prohibited from using any unauthorized mechanism that has the intent or effect of bypassing the internet content filter.
- When applicable, appropriate virus-checking software must be installed, updated, and made active prior to any personally owned computing device being placed on the CSD network.
- Users are prohibited from accessing or attempting to access, probing, or scanning information systems or other devices residing on any CSD network. Users are prohibited from accessing or attempting to access devices or resources to which they have no explicit, legitimate right granted by CSD. No device placed on the CSD network can have software that monitors, analyzes, or may cause disruption to the CSD network.
- CSD is not responsible for any device or data loss, theft, damage or other associated costs of replacement or repair as a result of a student participating in the BYOD initiative.
- CSD staff will not be responsible to store, support, or troubleshoot a personally-owned device.
- Users will take full responsibility for any personally owned device and will appropriately secure all devices when not in use.
- Users are not to record instructional programs or any conversation involving students and/or school officials without prior explicit permission to do so.
- Activities on the CSD network may be subject to discovery under the Freedom of Information Act (FOIA). CSD reserves the right to monitor and investigate all devices and activities on the CSD network. The device may also be confiscated by school authorities in accordance with the Code of Conduct and Restorative Practices Handbook.
- CSD reserves the right and authority to retrieve and inspect BYLD technology if there is a reasonable suspicion the BYLD technology was involved in a violation of this AUP and/or the Code of Conduct.

Cybersafety Notice for Families

City Schools of Decatur, as a recipient of E-Rate funds, is required to have in place a versatile cybersafety system.

CSD will:

- Enhance learning through the safe use of technology, and do its best to keep the students and their data safe online. This includes working to restrict access to inappropriate, illegal, or harmful material when students use, on- or off-campus, CSD-owned equipment/devices and/or CSD-issued service credentials (e.g. CSD G Suite for Education). Additional information is available at <https://www.csdecatur.net/techqa>.

- Work with children and their families to develop an understanding of the importance of cybersafety through education designed to complement and support the use agreement. Some useful information for families is available at <https://www.csdecatur.net/technologyathome>.
- Provide children with cybersafety strategies.
- Respond to any breaches in an appropriate manner.
- Welcome inquiries from students and families about cybersafety or privacy issues.
- Establish and maintain an Acceptable Use Policy (AUP; available in the District handbook, and at <https://www.csdecatur.net/forms>) for network, services, and equipment

Parent/guardian responsibilities:

- Read this cybersafety notice.
- Discuss this notice and the AUP with my child and explain why it is important.
- Support the school’s cybersafety program by encouraging my child to follow cybersafety rules, and to always ask the teacher any questions about technology use.
- Contact the school to discuss any questions I might have about cybersafety and/or this notice.

Student responsibilities:

- Review this cybersafety notice with a parent/guardian.
- Follow cybersafety rules and instructions whenever using the school’s technology.
- Follow cybersafety rules whenever using privately-owned technology on the school site or at any school-related activity, regardless of its location.
- Avoid any involvement with material or activities that could put at risk the safety or privacy of any student, the school, or other members of the school community.
- Take proper care of school technology
- Ask a teacher if they have any question about this agreement.

Additional information

- [Cybersafety from the Georgia Department of Education](#)
- [CIPA consumer guide from the FCC.pdf](#)

Decatur Education Foundation

The Decatur Education Foundation (DEF) is a 501 (c)(3) non-profit corporation that was established in 2000. The mission of the Foundation is to nurture and support academic achievement and enrichment opportunities for all of the children and youth of Decatur. The Foundation raises funds to support Decatur’s schools, teachers and students through a number of programs. For more information on the Foundation, visit the website at <https://www.decatureducationfoundation.org>.

Dress Code

Purpose

The City Schools of Decatur Dress Code helps students develop cultural skills and values consistent with our vision- *We will build the foundation for all children to be their best, achieve their dreams, and make the world a better place.* These skills and values guide students to make thoughtful choices to dress appropriately for school activities and to embody empathy when perceiving how others dress. The **guiding principles** help us pursue these goals. Families and faculty are partners in the educational process. The **Dos and Don’ts** provide specific guidance for parents, guardians, students, and staff to support students in dressing appropriately for safety, learning, and social-emotional development and understanding compliance and consequences.

Guiding Principles

Curricular

How we dress is a form of social communication and part of becoming college and career ready. By learning this form of communication, students develop personal identity and responsibility, as well as awareness of their impact on, and interdependence with, the larger community. While CSD acknowledges the right of students to express themselves through their fashion style, the need to maintain a safe and orderly learning environment necessitates placing certain parameters around this expression. Dress Code missteps are treated as teachable moments rather than disciplinary offenses (see ** in the chart for exception and also consequences section for information dealing with students making repeated dress code missteps).

Developmentally Appropriate

Students, depending on their age and grade level, have different academic, physical, and social-emotional needs. The Dress Code recognizes this by adjusting expectations as students grow.

Equitable

In keeping with CSD’s mission to foster safe and inviting schools, the Dress Code strives to be equitable for students across gender identity, race-ethnicity, body type, religion, and socioeconomic status. No aspect of the Dress Code should infringe on a student’s physical, cultural or religious needs. Anyone feeling an aspect of the Dress Code is not equitable is welcome to share this with the school administration.

Manageable & Current

While the Dress Code is curricular, it takes a backseat to the academic curriculum. Thus, it should be as easy as possible for students to execute and faculty to monitor consistently. In order to ensure this, as well as reflect what is available and affordable to families (noting some “fashionable” styles will not be appropriate for school), the Dress Code is regularly reviewed by the faculty and stakeholders.

When Principles Collide

In instances when guiding principles are at odds with each other, CSD seeks to balance the principles as best it can. Ultimately, the school administrator or designee must be respected in making an appropriate judgment on such matters. A student found to be out of Dress Code will be directed to change clothes. Students are encouraged to have a change of clothing available.

Do’s and Don’ts

Do	Don’t
Show your bright, beautiful face. Dress comfortably for learning and varying temperatures. Dress safely for navigating the halls, stairs, physical education, career tech and science classes (see specific class safety contracts; e.g. Science Lab Safety Contract).	CSD needs to be able to identify students. Therefore, hats, hoods, and bandanas are not permitted. CSD needs everyone to actively listen and be aware of their surroundings. Therefore, earbuds/headphones are permitted only for instructional purposes. CSD needs to maintain a safe and orderly environment promoting respect and care for self and others. Therefore:

<p>Dress in clothing that is culturally or religiously appropriate and/or medically necessary.</p> <p>How we dress is a form of social communication and part of becoming college and career ready. Therefore, dress to cover your waist, torso, midriff, chest, and undergarments.</p> <p>Do comply with any school, classroom or event specific guidelines.</p>	<ul style="list-style-type: none"> • Attire which advertises, depicts or refers to use or possession of tobacco, alcohol, drugs or other illegal substances, gang activity, and weapons or includes profanity, ethnic, racial, sexual, religious slurs or obscene language, actions or gestures are not permitted.** • Garments designed to be worn as under layers such as long underwear, tights, and leggings should not be worn as an outer layer.
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** See current Student Code of Conduct (version 2017-2018, Rule 19) for state reportable violations.

<h3>Common Sense Recommendations</h3>
<p>Dress up for in-class or community presentations.</p> <p>Avoid crocs, flip flops or other loose fitting footwear that jeopardizes safety and freedom of movement for emergency situations, recess, field work, active classroom experiences, and Physical Education classes.</p>

<h3>Consequences</h3>
<p>A student whose attire does not comply with the guiding principles and Dos and Don'ts will be expected to change, cover or otherwise adjust their attire.</p> <p>While Dress Code missteps are treated as teachable moments rather than disciplinary offenses, students who make repeated "missteps" may be assigned an age-appropriate consequence. For example, a student may be required to attend detention, at which time they would complete a pre-planned lesson related to the guiding principles. It is developmentally appropriate that students think in concrete terms and employ literal interpretations, so the lesson might include specific examples and images -- with care taken to demonstrate cultural competence.</p> <p>** See current Student Code of Conduct (version 2017-2018, Rule 19) for state reportable violations.</p>

Drug-Free Schools

City Schools of Decatur has a drug-free schools program that includes age-appropriate, developmentally-based drug and alcohol education and prevention programs for all students at all grade levels. Mandated and funded by the Drug-Free Schools and Communities Act of 1986, the program is coordinated by a school counselor. Information about alcohol and drug treatment services in the community is available for students and their families.

Early Check Out

We do not encourage parents to pick up their students before the end of the school day. If, however, you must pick up your student before dismissal, please send a note to the teacher and stop by the front office to sign your student out. A staff member will notify the teacher to dismiss your child. Also, please follow individual school instructions for Early Check Out.

No student will be able to be dismissed before the announced time unless the parent picks up his/her own child or lets the school know about other arrangements. **Email is not an acceptable avenue to communicate early check-out.** We are concerned for the safety of our students. Please understand that we are very careful about this procedure.

Emergency Dismissal

City Schools of Decatur is not part of the DeKalb County School System. For school closing information about our schools, listen and watch for City Schools of Decatur on local media.

In case of an emergency early dismissal, parents/guardians will receive phone, email and text notification of the dismissal via our emergency notification system.

The messaging service utilizes the phone number(s) and email address that were provided to the school through your child's registration materials. It is your responsibility to notify the school of any change in contact information.

Emergency Drills

In each classroom are posted charts that indicate the exits and safe areas to be used for safety drills. A fire drill is held twice in the first month of school and then once every month thereafter. Students are expected to file out of the building in an orderly manner without talking or running. Classes will remain on the grounds until the "all clear" signal. All schools participate in the state-wide tornado drill, and each school has a safety plan for other emergencies with corresponding drills planned throughout the year.

Equity Information

In City Schools of Decatur, we are committed to aligning educational practices, policies, and resources to ensure that all students have access to and feel welcome to participate in high-quality learning experiences, regardless of race, socioeconomic status, gender, ability, religion, sexual orientation, linguistic diversity, or other cultural characteristics.

Consistent with the District's Strategic Priority to Reduce Disproportionality, the Department of Equity and Student Support is committed to paying CSD's education debt to historically marginalized students. We work to address root causes of disproportionality by examining achievement and discipline data; providing input on district policies and practices; engaging faculty and staff in culturally relevant pedagogy, cultural awareness and cultural proficiency professional learning activities; and strengthening family and community partnerships. Consistent with the District's Strategic Priority to Reduce Disproportionality, the Department of Equity and Student Support is committed to paying CSD's education debt to historically marginalized students. We work to address root causes of disproportionality by examining achievement and discipline data; providing input on district policies and practices; engaging faculty and staff in culturally relevant pedagogy, cultural awareness and cultural proficiency professional learning activities; and strengthening family and community partnerships.

CSD Equity Definition and Beliefs

We define educational equity as ALL students having the resources, opportunities, and rigorous and relevant learning to ensure their educational success.

We believe that educational equity requires...

- high expectations for all students.
- a culture that celebrates and is reflective of and inclusive of all students and staff regardless of age, belief systems, disability status, ethnicity, gender identity, race, sex, sexual orientation, socioeconomic status, or national origin.
- the systematic use of data to determine the allocation of resources.
- the purposeful development and implementation of district *policies and practices* with a focus on amplifying equity.

In terms of educational equity, we believe that...

- positive relationships form the foundation of an equitable school district.
- a world class education requires racial consciousness, cross-cultural awareness and gender equity.
- all students should be empowered to be active participants in their own learning.
- we must work together to eliminate predictable patterns of academic achievement based on race, socioeconomic status and gender.
- school does not have to look the same for each and every student and outcomes can still be high.
- we must measure our efforts to promote equity to ensure that “all means all.”

For questions or concerns related to educational equity, contact Dr. Mari Ann Banks, Equity Coordinator at mbanks@csdecatur.net or 404-371-3601, ext. 1029.

Family Engagement

City Schools of Decatur believes that parents are their child's first teacher. Parents are encouraged to be as much a part of their child's education as possible. Opportunities for involvement may include the parent/teacher organizations at each school and parent education and support activities offered by various support programs.). Parents are encouraged to volunteer for various activities throughout the school.

Parents are encouraged to request conferences regarding their child's progress in school. Conferences can be arranged at the request of the parent, the teacher, or the principal. Please call the school office or send a note if you wish to schedule a conference.

There are many ways to stay in touch with news from City Schools of Decatur. Here are a few ideas to keep informed:

1. Websites: check the district and school websites for updated news, calendar items and photos of current events. The district website is <https://www.csdecatur.net>.
2. Facebook: If you have a Facebook account, be sure to "Like" City Schools of Decatur district page for frequent news, photo and video updates.
3. Automatic Message Call Center (robo calls) and text messages. Make sure the school office has updated cell, work and home numbers at all times.
4. The email address contactus@csdecatur.net is monitored and messages are filtered to the appropriate staff person. Feel free to email CSD with a comment, question or compliment and you will receive a timely response.

Federal Programs: Special Education, Title I-A, Title II-A, Title III-A, Title IV-A, McKinney-Vento, and ESOL

Special Education

City Schools of Decatur ensures that students with disabilities ages 3-21 that reside in the City of Decatur and who have met the [Georgia Special Education eligibility requirements](#) receive a Free Appropriate Public Education (FAPE) in accordance with federal, state, and local regulations to students with disabilities (SWDs). This is accomplished by partnering with students, families, schools, and the community.

Special Education programming and services are provided on a continuum, ranging from consultative to full special education services. This continuum is designed to ensure that programs are available to students with disabilities and that the least restrictive environment is determined based on unique student needs. An [Individualized Education Program](#) or Plan (IEP) is drafted after a student meets the eligibility requirements. These plans are based on student present levels of performance data and are reviewed at least once annually.

For more detailed information, please click [here](#). For questions and/or concerns, there are multiple staff persons in the department that can assist. In order to be directed to the most appropriate individual supporting your child's specific school, please contact Ms. Melonie Bradley, Administrative Assistant, at mbradley@csdecaur.net 404-371-3601, ext 1040.

Title I, Part A

Title I, Part A is a part of the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act (ESSA). This Act provides federal funds through the Georgia Department of Education to local educational agencies (LEAs) and public schools with high numbers or percentages of children from low-income families to help ensure that all children meet the challenging state standards.

School districts target the Title I, Part A funds they receive to public schools with the highest percentages of children from low-income families. These funds may be used for children from preschool aged to high school. Title I, Part A is designed to support state and local school reform efforts by reinforcing and enhancing efforts to improve teaching and learning for students. Title I, Part A programs must be based on effective means of improving student achievement and must include strategies to support parental involvement.

For more detailed information, please click [here](#) or contact Willie Washington, Title & Federal Programs Coordinator, wwashington@csdecaur.net.

Title II, Part A

Title II, Part A was originally authorized as Eisenhower Professional Development and the Class Size Reduction programs under the Elementary and Secondary Education Act (ESEA) of 1965, was reauthorized in 2001 by the No Child Left Behind Act (NCLB) and in 2015 by the Every Student Succeeds Act (ESSA).

The purpose of the Title II, Part A grant is:

- to increase student achievement consistent with challenging State academic standards,
- to improve the quality and effectiveness of teachers, principals, and other school leaders,

- to increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools, and
- to provide low-income and students of color greater access to effective teachers, principals, and other school leaders.

For more detailed information, please click [here](#) or contact Willie Washington, Title & Federal Programs Coordinator, wwashington@csdecaur.net.

Title III, Part A and ESOL

English to Speakers of Other Languages (ESOL) is the state-funded language instruction educational program for eligible English learners (ELs) in grades K-12 in Georgia public schools (Georgia School Law Code 1981, §20-2-156, enacted in 1985). ESOL language instruction is focused on developing EL students’ academic English proficiency in each content area of the Georgia Standards of Excellence (GSE).

The goal of the ESOL language instruction educational program for EL students is to increase both English language proficiency (ELP) and academic language proficiency in content-area subject matter. Successful ESOL language programs focus on collaboration and shared accountability for the success of all EL students.

Title III, Part A is a federal program that supplements the state-funded ESOL Language Program. Title III, Part A: Language Instruction for English Learners and Immigrant Students of the Elementary and Secondary Education Act of 1965 as Amended under the Every Student Succeeds Act (ESSA) awards subgrants to eligible Local Education Agencies “to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English.”

For more detailed information, please click [here](#) or contact Willie Washington, Title & Federal Programs Coordinator, wwashington@csdecaur.net.

Title IV, Part A - Student Support and Academic Enrichment (SSAE)

The Title IV, Part A, Student Support and Academic Enrichment (SSAE) grant was authorized in December 2015, under the Every Student Succeeds Act (ESSA). Title IV-A grants are intended to improve students’ academic achievement by increasing the capacity of States, LEAs, schools, and local communities to:

- provide all students with access to a well-rounded education,
- improve school conditions for student learning, and
- improve the use of technology in order to improve the academic achievement and digital literacy of all students.

For more detailed information, please click [here](#) or contact Willie Washington, Title & Federal Programs Coordinator, wwashington@csdecaur.net.

Title IX, Part A – McKinney-Vento Education for Homeless Children and Youth

The McKinney-Vento Education for Homeless Children and Youth program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. States and districts are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

For more detailed information, please click [here](#) or contact Willie Washington, Title & Federal Programs Coordinator, wwashington@csdecalur.net.

Parent's Right to Request a Teacher's and a Paraprofessional's Qualifications

In accordance with Every Student Succeeds Act (ESSA) of 2015, all LEAs are required to notify parents at the beginning of each school year (or at the time of enrollment of the student) of their 'Right to Know' the professional qualifications of their student's classroom teachers and paraprofessionals.

In compliance with this requirement, the City Schools of Decatur would like to inform you that you may request information about the professional qualifications of your student's teacher(s) and/ or paraprofessional(s). The following information may be requested:

- Whether the student's teacher—
 - has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you wish to request information concerning your child's teacher's and/or paraprofessional's qualifications, please contact the City Schools of Decatur's Title and Federal Programs Coordinator, at 404-371-3601 ext. 1019.

General Education and Multi-Tiered Systems of Supports (MTSS)

MTSS uses a three-tiered process to systematically develop and deliver academic and behavioral interventions to learners who need additional support as well to learners who need additional enrichment and extension. It provides our educators with a common focus and a common language regarding instructional practices and interventions. It can serve as a way to explore all avenues to assist students in their learning process, ensuring that the needs of all learners are met.

Each school has an MTSS team that includes representatives from two or more of the following groups: classroom teachers, administrators, school counselors, nurse, speech and language pathologist, and Central Office representative (school psychologist, school social worker, District RTI/MTSS Specialist), and sometimes special education teachers. The exact composition of the team may be modified based on the specific needs of each student's case. The team meets regularly, usually weekly or bi-weekly and engages in a problem-solving protocol to determine the student's areas of need and to identify appropriate research-based interventions to address the student's learning need(s). The student's progress is monitored and further decisions are made based on that data.

Parents are an essential part of the process. Regular communication occurs throughout the tiers. In addition, parents are invited and encouraged to attend all SST (Tier 3) meetings, where the team makes decisions about additional support and interventions if needed.

For more detailed information about MTSS, please click [here](#) or contact:

- Maima Simmons, District Literacy Coordinator and MTSS Coach (birth to grade 5) at msimmons@csdecalur.net
- Madge Willis, District Math Coordinator and MTSS Coach (grade 6 to grade 12) at mwillis@csdecalur.net

Gifted and Talented

The Georgia Board of Education defines a gifted student as "a student who demonstrates a high degree of intellectual, creative, and/or artistic ability(ies), possesses exceptional leadership skills, or excels in specific academic fields and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities."

CSD Gifted Services Mission

The mission of the Gifted Program is to work directly with students and faculty designing instruction and creating a supportive school environment to meet the intellectual, academic, social, emotional, and motivational needs of gifted and high-ability learners.

CSD Gifted Services Goals

- Ensure equitable access to appropriate services for all gifted learners by using the student identification process and measures defined by Georgia Board of Education policy, employing assessment of multiple-criteria (mental ability, achievement, creativity, and motivation).
- Continually use a variety of data to assess student progress and identify student needs.
- Employ differentiated curricula and research-based instructional practices to address the range of needs of gifted learners, including critical and creative thinking, problem-solving activities, and social and self-awareness.
- Provide services that are comprehensive, structured, sequenced, and appropriately challenging to meet the demonstrated needs of K-12 gifted learners.
- Provide ongoing professional learning for school personnel annually in regards to the nature and needs of gifted learners and appropriate instructional strategies and curricula.

CSD also offers services and programs for talented students outside of and in addition to gifted services, including the AMPLIFY Program, accelerated math, and advanced content courses in high school.

For more detailed information, please click [here](#) or contact Christen Gibbons, District Gifted & Talented Coordinator, at cgibbons@csdecaur.net.

Homework

Homework equips the student with skills and attitudes essential in promoting personal, social, and academic growth. It provides the student with the opportunity to demonstrate understanding of specific concepts and skills. Be aware that the amount of homework varies from grade to grade, from teacher to teacher, and from night to night.

Homework may be classified into three areas.

1. Assignments that reinforce the instructional programs
2. Assignments that develop and enrich thinking skills
3. Assignments that provide practice and skill development

Suggestions for Students:

1. Sit down with a parent/family member to discuss a homework routine.
 - a. Arrange time and place for homework to be done.
 - b. Make study/homework time a phone-free/TV-free space.
 - c. In planning homework time, plan for extracurricular activities such as sports, clubs, band, etc.

2. Read and follow directions to be sure you understand the assignment before you leave the classroom.
3. Be sure you have all materials needed before starting (pencils, books, paper, etc.).
4. Prepare for tests by doing the work when assigned and by reviewing notes/study materials daily.
5. Complete all work with strong effort.
6. Turn homework in on time.
7. When you are absent, find out what assignments you missed.
8. Pay attention and participate in class.
9. Share your work with your parents/family members to see if they have suggestions for improvement.

If you have questions about homework and/or homework procedures, please contact your child's teacher.

Sex Education

It is a policy of the Georgia Department of Education (O.C.G.A. 20-2-143) that all State Schools shall provide instruction in the areas of sex education and AIDS prevention, which will be taught as a part of a comprehensive health program at age, grade, and developmentally appropriate levels. Information explaining this part of the curriculum will be distributed annually. Included in this information will be procedures for reviewing the instructional materials and, if desired, procedures for excusing a student from this instruction.

Media Center

The Library Media Center is open daily for student use. Materials checked out are the responsibility of the student and must be paid for if damaged or lost. Reference books are to be used in the Media Center.

The mission of the Library Media Center at each school is to build a learning community of effective users of ideas and information. This mission is accomplished by:

- Promoting reading and encouraging a lifelong appreciation of books
- Providing access to a variety of materials and technology leading the community to information literacy
- Creating authentic learning experiences through collaboration and planning that will increase student achievement goals and support the school improvement plan

Our Library Media Centers are an integral part of the educational program at our schools. They are the hub of the school and are heavily used by students, staff, volunteers, and families. Please contact your school's library media specialist with any questions or comments, and please be sure to check out the Media Center page on each school's website.

Non-Discrimination and Equitable Opportunities

CSD desires to provide a safe school environment that allows all students equal access and opportunities to the district's academic and other educational support programs, services, and activities. The District prohibits, at any district site or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, ethnicity, national origin, color, religion, sex, gender identity, disability, age, marital status, or sexual orientation; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities. The District also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

Title IX

What is Title IX?

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving Federal financial assistance.

(Title IX of the Education Amendments of 1972)

Sexual harassment under Title IX is defined as conduct on the basis of sex that satisfies any of the following:

- *Quid pro quo* by an employee;
- Unwelcome conduct that is so severe, pervasive and objectively offensive that it effectively denies a person equal access to a school's education program or activity; or
- Sexual assault as defined by the Clery Act, and dating violence, domestic violence and stalking as defined by the Violence Against Women's Act (VAWA).

All K-12 employees are now **mandated reporters** for Title IX purposes, meaning all reports of sexual harassment made to any employee must be promptly reported to the Title IX coordinator. The superintendent has designated a Title IX Coordinator to handle inquiries/complaints related to nondiscrimination policies according to established procedures.

Title IX Coordinator

Dr. Lillie Huddleston
City Schools of Decatur
125 Electric Avenue
Decatur, Georgia 30030
404-371-3601, ext. 1026

Title IX Coordinator for Athletics and Student Activities:

Rodney Thomas (students)
City Schools of Decatur at Decatur High School
310 North McDonough Street
Decatur, Georgia 30030
404-370-4176

Title IX Liaisons

School principals/their designees will serve as local Title IX liaisons for each school. You can report discrimination and discriminatory harassment to your school principal, any staff member, or to the district's Title IX Coordinator, listed above.

Parental Rights Under the Family Educational Rights Privacy Act and Georgia Student Data Privacy, Accessibility, and Transparency Act

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day City Schools of Decatur receives a request for access.
Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The school official 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, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the City Schools of Decatur to amend their child's or their education record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from 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. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically 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 school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the City Schools of Decatur to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

In accordance with the Family Educational Rights and Privacy Act, the following information is classified as "directory" information, which may be released to the public without written permission of parents: Student's name, telephone number, date and place of birth, participation in clubs and sports, height and weight if students are involved in athletics, grade level, school name, dates of attendance, parent/guardian email address, and awards received; video, film, photographs and recording. The form to opt out of disclosing this information is available at <https://www.csdecatur.net/forms>.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

1. To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties

to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))

2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
3. To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
5. To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
6. To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
7. To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
8. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
9. To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
10. To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
11. Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
12. To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
13. To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

The Georgia Student Data Privacy, Accessibility, and Transparency Act afford parents and students who are 18 years of age or older ("eligible students") the right to file a complaint with their local school system regarding a possible violation of rights under O.C.G.A. 20-2-667 or under other federal or state student data

privacy and security laws. Parents and eligible students who wish to file a complaint must use the privacy complaint form provided at <https://www.csdecatur.net/forms> and submit their complaint in writing to

City Schools of Decatur
Executive Director of Information Services
125 Electric Ave
Decatur, GA 30030

Registration of New Students

When registering students new to City Schools of Decatur please see the registration page (<https://www.csdecatur.net/enrollment>) on the CSD website for the most updated information. Registration for students K-12 is managed at the Wilson School Support Center, 125 Electric Avenue, Decatur, GA 30030. Please call 404-371-3601 if you have questions. Registration for PreK students is managed at College Heights Early Childhood Learning Center.

Report Cards

A formal report of student progress is communicated to parents every six weeks at the formal marking periods:

Parent/Teacher Conference	1st Reporting Period
Report Card to parents	2nd, 4th, and 6th Reporting Periods
MAP, Curriculum Night, and optional Parent/Teacher Conference	3rd Reporting Period
Student-led Conference or Parent/Teacher Conference	5th Reporting Period

Residency

The school system takes the issue of student residency very seriously. Procedures have been put in place to provide consistency among the schools, including a registration process at the Wilson School Support Center for new students. Included in these procedures are the requirements that new students provide acceptable documents to show proof of residency and that all students live within the city limits of Decatur with a parent or legal guardian.

If a Decatur resident has legal guardianship of a student, the student must reside in the resident's home. While the school system reserves the right to verify any information provided at any time, the following residency checks have been put in place: (1) residency checks when students transition from one grade configuration to another; (2) residency checks when concerns have been reported; and (3) random checks of residency. By signing the handbook acknowledgement, I realize that City Schools of Decatur may take steps to verify my address, including, home visits, review of public documents and contacting other government agencies, without further notification.

Responsibility for Property

Students are personally responsible for textbooks, library books, instructional materials, and student desks assigned to them. Any damage must be paid by the individual. Prices will be determined by the current cost to replace the item.

School Safety Zones

School safety zones are established within 1,000 feet of all schools. It is unlawful for any person, unless authorized by law under certain circumstances, to carry any weapon or explosive compound within a school safety zone or at a school building, school function, or school property or on a bus furnished by the school. If any person is in violation of this law, proper authorities will be called immediately to have the person removed from the premises.

Disruption of or interference with the operation of a public school shall be considered a misdemeanor. It is unlawful for any person to remain within the school zone when that person does not have a legitimate cause or need to be there. Failure to leave the premises when requested is grounds for a charge of a misdemeanor. This also applies to members of the press.

Sexual Abuse or Misconduct Reporting

Any teacher, counselor, or administrator receiving a report of sexual abuse or sexual misconduct of a student by a teacher, administrator or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee, and shall submit a written report of the incident to the school principal or principal's designee within 24 hours. If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the superintendent or the superintendent's designee.

Any school principal or principal's designee receiving a report of sexual abuse as defined in O.C.G.A., 19-7-5 shall make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report in writing, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority or district attorney.

Reports of acts of sexual misconduct against a student by a teacher, administrator or other employee not covered by O.C.G.A. 19-7-5 shall be investigated immediately by the school or school system personnel. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the superintendent and the Professional Standards Commission Ethics Division.

Student Support

Behavioral Support

To promote a positive school culture and climate, the Behavior Interventionist works collaboratively with school leaders, staff, students, families and our CSD community to provide ongoing assistance via implementing a data-driven, Multi-Tiered System of Supports (MTSS) Framework. MTSS integrates assessments and interventions within a school-wide, Multi-level Prevention System to maximize achievement and reduce behavior problems.

Decatur Student Center

The Decatur Student Center (DSC) provides wrap around services beyond the scope of the school counseling program. The DSC began at the high school, but has become a K-12 initiative to address the needs of students, pre-K through 12th. Students can receive individual and small group counseling for social emotional concerns, as well as support for career and post-secondary planning. Programming needs are determined through surveys, data review and student voice. The DSC provides services through contracts with outside therapists and organizations, as well as through collaborative programs with Georgia State University's Community Mental Health Program.

School Counselors and Social Workers

In accordance with accrediting standards a school social worker and counselor(s) are assigned to each of the elementary schools, middle school, and high school. The school social worker and counselors are part of the interdisciplinary team that is focused on ensuring that students are successful within the school environment.

The school social worker and counselors advocate for students and families. They support students and staff by providing consultation with parents, individual and/or small group counseling, crisis intervention, preventative education through whole classroom guidance, and may serve as members of the student support team.

School Health

The School Health Program believes healthy children are successful learners. The school nurse has a multi-faceted role in the school setting... a role that supports the physical, mental, emotional, and social health of students and their success in the learning process. Registered nurses provide health related services for the students at each school. The weekly schedule for the assigned nurse is on the school website.

Each student should have an updated health information form on file with the nurse in the clinic every school year. Depending on the school your student attends, the health form will be received with the summer mailing from the school or will come home with your student during the first week of school.

For significant conditions (ex: asthma, diabetes, life threatening allergies, seizures etc.), please contact the nurse immediately to discuss your child's health needs at school. Your child will also need a specific medical care plan filled out and signed by a physician, and co-signed by parent/guardian. The medical care plan will detail the day-to-day care your student requires at school. Throughout the school year contact your child's school nurse to report any new medications or changes in your child's health.

Medications

When possible, medications should be taken at home, including all non-essential medications such as vitamins, herbals and narcotic pain medications. However, if medication must be administered at school, on a field trip or during a "before or after" school chaperoned activity, parents must provide all medications (prescribed and over the counter), the following policies and procedures will apply:

The Authorization for Medication Administration form must be completed by the parent/legal guardian before medication can be administered at school. The School cannot give medication without this form being completed and signed. The same form is used for all medications. Authorization for Medication Administration forms are only valid for one school year and a separate form must be used for each medication.

Prescribed medications must be brought to school in the original, labeled container prepared by the pharmacy, doctor or pharmaceutical company (i.e. no envelopes, foil or baggies). All medications should be taken directly to the office/clinic by the parent. Prescription medications require a prescribing Physician's written order.

These Medications must be brought to school;

- Child's name
- Name of medication,
- name of Physician ordering medication,
- dosage of medication to be given
- Route of administration
- Time(s) the medication is to be given
- Date of prescription
- Expiration Date.

Over-the-counter (OTC) medications must be brought to school in a new, sealed, original manufacturer's container (i.e., no envelopes, foil or baggies). The manufacturer's label must include;

- name of the medication (brand or generic),
- strength of the medication,
- instructions for use, and
- name of student written legibly.

Herbal medications can have serious and dangerous adverse effects. Herbal medications and over-the-counter medications, when taken on a regular basis, or if the request is not within the manufacturer's guidelines will require a physician's written authorization that in essence "prescribes" these nonprescription medications.

Please ask your pharmacist to divide your child's medication into two bottles, each with its own label, so that one can be kept at home and one for school use.

A student who has asthma, a life-threatening allergy, diabetes or another health related condition that requires self administration of medication, or needs to carry an emergency medication (Epipen, Diastat, Inhaler, Glucagon, etc) and is permitted to self administer, must submit parent/legal guardian authorization:

- a. while in school;
- b. at a school sponsored activity;
- c. while under the supervision of school personnel; or
- d. while in before-school or after-school care on school operated property.

Changes in medication dosage, route or time of administration must be written and approved by legal prescriber and accompanied by signed medication authorization form by parent/ guardian.

Students who are new to the district and bring in prescription medications from out of state legal prescribers have 60 days to obtain new prescriptions from a health provider licensed in Georgia. Valid physician contact information is required for consultation related to prescribed medication.

Medication samples must have a written prescription or a legal prescriber's written order bearing the student's name

Personnel who do not hold a nursing license and are designated to assist students with the administration of medication shall complete in-service training regarding the district medication policy and procedures for administering medication at least once every year. A school nurse shall provide in-service training.

Health Requirements

Each student entering the school system for the first time regardless of grade level must present the following health related documents at registration:

1. Documentation of required immunizations on Ga. Department of Public Health (DPH) Form 3231 or a completed, notarized and signed Affidavit of Religious Objection to Immunization (DPH Form 2208). Religious Objection form can be downloaded at (<https://www.csdecatur.net>). Click on Families>Forms and Handbooks>Medical Forms.
2. Documentation of vision, hearing, nutrition, and dental screening on Ga. Department of Human Resources Form 3300. Consult with your physician or DeKalb County Health Department for assistance to obtain the necessary documents. Georgia Code (OCGA 20-2-771) states "No child shall be admitted to or attend any school or facility in this state unless **state** child shall have submitted a certificate of immunization to the responsible official of the school or facility. The official of any school or facility may grant a 30 calendar day waiver of the certification requirement for a justified reason." For information related to the 30-day waiver, contact Patrice Moore, District Registrar at 404-371-3601 x 1063.

Sick Procedure

Many illnesses are most communicable during the one or two days before and the first few days after symptoms appear. School Nurse's assessment and discretion will be followed when determining if a student should be sent home from school. When assessing a child for illness, clusters of symptoms may be considered to determine the need for going home.

Any of the following signs and symptoms may indicate the beginning of an acute illness:

- Flushed face, not related to exercise or other physical activity

- Runny nose, excessive sneezing or coughing, sore throat, earache, swollen glands
- Watery or glassy appearance of eyes
- Unexpected sweating, pallor, blueness of lips or fingernails
- Rash, “bumps” or other skin changes, including discharge such as pus
- Body temperature of or above 100 degrees F.
- Abdominal pain, nausea, vomiting and diarrhea
- Pain on urination
- Swelling of any part of the body
- Stiff Neck
- Sudden onset of severe headache

If the above symptoms are present in your child, please observe your child at home until he or she is well. Remember the **24 Hour Rule of Thumb**:

Students may return to school after the following:

- 24 hours without fever (without taking fever reducing medication)
- 24 hours without nausea, vomiting, diarrhea and tolerating a normal diet
- 24 hours of receiving medication such as antibiotics and eye ointments

General Illness Prevention Measures

Most communicable diseases can be prevented through basic infection control measures such as regular hand washing, practicing respiratory etiquette (covering coughs and sneezes), and proper disinfection of high touch/high traffic surfaces.

Section 504

Section 504 is a civil rights law that prohibits discrimination against individuals with disabilities. Section 504 ensures that the child with a disability has equal access to an education. Under Section 504, if appropriate, students may receive accommodations and modifications. Unlike the Individuals with Disabilities Act (IDEA), Section 504 does not require a public school to provide an individualized educational program (IEP) that is designed to meet a child's unique needs and provide the child with educational benefit. All students with disabilities are protected from discrimination under Section 504 and some students require accommodations to have access to the curriculum commensurate with their nondisabled peers. Parents can initiate the 504 evaluation process through contacting the 504 coordinator at your school.

School Psychology

According to the National Association of School Psychologists (NASP), “School psychologists are uniquely qualified members of school teams that support students; ability to learn and teachers; ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally.

School

psychologists partner with families, teachers, school administrators, and other professionals to create a safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community.” This is in alignment with the strategic plan of the City Schools of Decatur (CSD), which promotes practices that focus on effective teaching, and creating a culture where students can thrive.

Role of the School Psychologist

The school psychologist provides a variety of related services to students, staff and parents/guardians in City Schools of Decatur. School Psychologists participate as members of the multidisciplinary team during the diagnostic process of determining eligibility for students with disabilities under IDEA (special education) and the Rehabilitation Act of 1973 (Section 504). School Psychologists also complete psychological and educational evaluations. School Psychologists in general education settings provide crisis intervention, behavioral consultation, and individual/group counseling. They are active members of school based Student Support Teams (SST).

Major categories of services include:

- Consultation: Assisting students, staff and parents/guardians to solve problems of students learning and behavior.
- Assessment: Collecting and interpreting information about student learning and behavior to enable more effective student support and intervention planning.
- Intervention: Providing training, counseling, and other educationally oriented interventions to students, parents/guardians, and school staff, and assisting in crisis intervention.

Teacher Qualifications

As a parent or guardian of a student in CSD, you may request information regarding any teacher that teaches your child. You may request information related to the following professional qualifications:

- Whether the teacher has met the Georgia Professional Standards Commission requirements for certification for the grade level and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification criteria have been waived;
- The college major and any graduate certification or degree held by the teacher;
- Whether the student is provided services by paraprofessionals, and if so, their qualifications.

Telephones/Cell Phones

Student use of personal cell phones is not permitted at school. Students who decided to bring cell phones to school must keep their cell phones turned off and in a secure location at all times. All students must secure permission from his or her teacher to use his or her phone. If a student brings a cell phone to school and it is lost or damaged, the school cannot be held responsible and will not investigate lost, stolen or damaged cell phones. Students using cell phones without permission will be subject to local school consequences.

Testing

The standardized testing program in the City Schools of Decatur is designed to provide information to the staff and the community about student performance. As a result, a combination of required state and locally required standardized tests provides necessary information for making sound decisions about the elements of the curriculum, the best way to deliver the curriculum, and instructional modifications that might be needed to meet the needs of individual students.

In assessing student performance, teachers use the results of teacher-made and publisher-designed assessments as well as their own observations to make decisions about instructional modifications, reporting progress, and eligibility for promotion from grade to grade. Parents may discuss the results of standardized tests with the school principal and teacher(s). Consult individual school calendars for a testing schedule for your child. The district testing calendar outlines the schedule for assessments that are administered across the district.

Both state and federal law require public schools to annually assess all enrolled students. Neither the school nor the district has the authority to waive the student assessment requirement. Parents with questions about testing requirements for his/her child need to address these with the local school principal. If a parent/guardian refuses to comply with these laws, they must communicate their intent in writing to the principal at least two weeks prior to the start of testing. See the [Administrative Regulation for Testing Programs](#) for more information.

Transportation

City Schools of Decatur's Transportation Department requires that a completed Transportation Request Form be on file for each CSD student who needs school bus transportation. The Transportation Request Form must be completed every school year. The forms are available in the school office and on the district website. Forms should be filled out, signed, and returned to your child's school.

Riding the school bus is a privilege. Student behavior is expected to be the same as in the classroom and this requires students, parents, bus drivers, and school administrators to work together. Students who misbehave while riding the school bus may lose this privilege.

Use of School Buildings/Grounds

City Schools of Decatur facilities are available for rental for community events. Contact the Facilities and Maintenance Department office at 404-371-6677 with your request at least two weeks prior to your event. Administrators and support staff at the desired facility will review the request to determine if it can be accommodated. Fees are charged for use of the space and for support staff who must be present to secure the building.

Visiting the Classroom

The Board of Education places the safety of students and staff as a top priority. In order to keep our students and staff in a secure environment, we limit school and classroom visitors to a minimum. Any parent or guardian requesting to visit a classroom must secure approval from the principal at least 24 hours in advance. Approval of classroom visits is at the discretion of the local school principal.