



**CHARLES R. DREW CHARTER SCHOOL  
ELEMENTARY ACADEMY HANDBOOK  
2019-2020**

## **A Message from the Head of School**

Dear Students, Parents and Guardians,

It is with tremendous excitement that I welcome you to the 2019-2020 school year. I am humbled and honored to serve you and Drew in my new role as Head of School. As the Senior Academy principal for the past six years, I have been profoundly impressed with the passion and talent of the Drew staff and community. This passion and talent have led to amazing innovations in Project-Based Learning and STEAM, which have in turn facilitated awesome outcomes for our students. For those I have yet to meet, I am energized to work with you and all three academies as we forge ahead as Drew Charter School.

As we look forward, there are three key areas on which we will focus: looking closely at equity; building strong, trusting relationships with students and the community; and building efficient aligned systems to support our work.

I believe the diversity of our community presents and demands that we continue to focus on equity. In particular, we must bring all of our passion, talent and resources to bear to ensure that all students in our community experience equitable academic, social and emotional success. While I am encouraged that conversations about equity are taking place at every level of our organization, I also recognize that this work will be challenging. Nonetheless, I am excited that this is an area in which we will innovate and find solutions for fulfilling Drew's mission of helping all students achieve their full potential.

We are also emerging from the largest growth period in our school's history. Seven years ago, our enrollment was 750 students, and this year we will serve nearly 1,900 students. At times this growth has been challenging, but we have the opportunity to continue building the culture that has made us so successful and ensured that our families, staff and community feel welcomed and at home. We know, and research supports, that it is the quality of relationships among all community members, not financial resources, that is most important in determining the success of students.

Finally, reaching the end of this expansion allows us time for our organization and processes to catch up with our size. As the groundwork has been laid, our expanded staff and leadership team are well-prepared to ensure that we become a more efficient and aligned organization from cradle-to-college. Please do not hesitate to reach out to me or other Leadership Team members as you see opportunities for us to continue to improve.

The success of our children and the overall success of the school depend upon the engagement and collaboration among students, families, staff and the community. Thank you for entrusting Drew with your child. I look forward to working with each of you to strengthen our community and ensure the best outcomes for our students.

Respectfully,

A handwritten signature in black ink, reading "Peter McKnight". The signature is fluid and cursive, with a long horizontal stroke extending from the end.

Peter McKnight  
Head of School

## 2019–2020 ELEMENTARY ACADEMY FACULTY/STAFF ROSTER

<b>Administration &amp; Leadership Team</b>	Taj Cole, Teacher
Peter McKnight, Head of School	Evonia Elam-Jack, Teacher
Monishae O'Neill, EA Principal	Morgan Feeney, Special Education Teacher
Keisha Hancock, Dean of Academics	Dr. Shelitha Nelms, Teacher
Bethany Paquette, 3-5 Dean of Students	Aaron Scott-Hodgin, Teacher
Joi Thrash, Pre-K–2 Dean of Students	Krystal Webb, Teacher
Curtis Augustin, Director of Technology	<b>Second Grade</b>
Matthew Berenson, Controller	Natalya Almond, Teacher
Courtney Bryant, STEAM Coordinator	Brittney Billingslea, Teacher
Tracey Edwards, Director of Athletics	Evita Broughton, Special Education Teacher
Kevin Hart, COO	Maya Carter, Teacher
Okorie Johnson, Director of Culture & Equity	Temeca Cone, Teacher
Lindsey Luczynski, Director of Strategic Partnerships	Erica Glover, Teacher
Hannah Page, Director of Research & Data	Courtney Green, Teacher
Charisse Richardson, Director of Strategy	Matthew Lathrop, Teacher
Tanya Shannon, Director of Talent	Ashley Sparks, Special Education Teacher
Nicole Tuttle, Pre-K Coordinator	<b>Third Grade</b>
Rachel Weaver, Director of College & Career Readiness	Eden Abate, Special Education Paraprofessional
<b>Pre-Kindergarten</b>	Markel Elkins, Teacher
Catherine Bell, Teacher	Melissa Ford, Teacher
Ashley Buchanan, Teacher	Bianca Gueye, Special Education Teacher
Jasper Bloomingdale, Teacher	Roxanne Johnson, Special Education Teacher
Eleanor Daniel, Paraprofessional	Anne Martin, Teacher
Derrick Henderson, Teacher	Lauren Myers, Teacher
Nannette Melton, Teacher	Kalinda Redel, Teacher
Joy Moore, Paraprofessional	Frances Smith, Teacher
Bethany Loria-Rico, Paraprofessional	<b>Fourth Grade</b>
Britni Swann, Teacher	Jahannah Christian, ELA/Social Studies Teacher
Charisse Tate-Upshaw, Paraprofessional	Elizabeth Coyne, Mathematics/Science Teacher
Julia Watkins, Teacher	Jermain Hundley, Mathematics/Science Teacher
Jasmine Williams, Teacher	Nikkia Nelson, ELA/Social Studies Teacher
<b>Kindergarten</b>	Amanda Roller, ELA/Social Studies Teacher
Tonya Allen, Teacher	Jasmine Stevens, Mathematics/Science Teacher
Dominique Charles, Paraprofessional	Sivi Thomas, ELA/Social Studies Teacher
Selecia Clayton, Special Education Teacher	Laura Welby, Special Education Teacher
Crystal Clonts, Paraprofessional	Samantha Yelle, Special Education Teacher
Tirrica David, Paraprofessional	<b>Fifth Grade</b>
Allison Johnson, Teacher	Irisha Boyd, Special Education Teacher
Keisha Jones, Paraprofessional	Tiffany Edwards, ELA Teacher
Kari-Ann Lee, Teacher	Tiffany Hall, Social Studies Teacher
Anastashia Miller, Paraprofessional	Jimmy Holloway, Mathematics Teacher
Miriam Moore, Teacher	Bernetta Jones, Mathematics Teacher
Moriah Simmons, Paraprofessional	Mary Ann Marcelin, Mathematics & RTI Teacher
Giana Romo, Teacher	Alyiah McKie, Special Education Teacher
Tonja Thomas, Teacher	Chelsea Mitchell, ELA Teacher
Edith Whitaker, Paraprofessional	Katie Pulliam, Special Education Teacher
Lisa Wilson, Teacher	Kathryn Riggan, Science Teacher
<b>First Grade</b>	<b>Enrichment</b>
Jennifer Adams, Teacher	Collins Anderson, Visual Art Teacher
Elizabeth Carpenter, Teacher	Mary Bongiovanni, STEAM Lab

Stacey Bradley, Environmental Science Teacher	Laurie Dunaway, EA Registrar
Alyson Britt, Technology Teacher	Tatiana Echols, RISE Site Coordinator
Kristan Faust, General Music Teacher	Laurie Dunaway, EA Registrar
Claudia Fitzwater, Spanish Teacher	Tatiana Echols, RISE Site Coordinator
William Garner, Chorus Teacher	Khalilah Edwards, Enrollment Support
Sheldon Holloway, Golf Teacher	Rachel Fannin, EA Administrative Assistant
Melinda Mauter, Orchestra Teacher	Kaye Gearing Graves, School Nurse
Paul Nicolson, Engineering & Design Teacher	Exzine Haney, Paraprofessional
Stephen Ross, Band Teacher	Alesha Harris, Advanced Mathematics
Joe Weems, Robotics Teacher	Mary Hartigan, Enrollment Coordinator
Arielle White-Mitchell, Dance Teacher	Jennifer Henderson, Literacy Center Lead
<b>Department of Special Education &amp; Student Support Services</b>	Cenobia Hilton, Accounts Payable
Karen Bates-Hill, Special Education	Ronitia Hodges, Student Services Project Facilitator
Mary Bell, Special Education Paraprofessional	Terina Isaac, 3-5 Grade Counselor
Jamie Chance, Special Education Teacher	Tyrone Jelks, Math Lab Paraprofessional
Carla Davis, Special Education Paraprofessional	Natasha Jenkins-Jones, PBL/SEL Instructional Coach
James Holmes, Special Education Lead Teacher	Ashley Johnson, Literacy Center Paraprofessional
Patrice Lisbon, SST/RTI Coordinator	Cheryl Johnson, Literacy Center Teacher
Khalil Pettway, Special Education Paraprofessional	Sherrecia Jones, Human Resources Analyst
Christy Porter, Special Education Paraprofessional	Sun Young Lee, Procurement Officer
Holly Rector, RTI Teacher	Kimberly Miller, Pre-K – 2 Grade Counselor
Keandrea Rivers, Special Education Paraprofessional	Essica Myers, Literacy Coach
Jordan Roman, Special Education Paraprofessional	Sri Nagendran, Facility Engineer/Manager
Samantha Strain, RTI Teacher	Constance Nunnally, Payroll Analyst
Daveta Thomas, RTI & Advanced Mathematics Teacher	Brian Ogle, Facilities Support
<b>Support Personnel</b>	Roshana Paxton, Mindful NEST
Nadirah Ali, Literacy Center Paraprofessional	Donna Perryman, Secretary
Betty Bryant, Custodial Staff	Sherique Ransby, Gifted Teacher/Program Coordinator
Douglas Bryant, Finance Business Manager	Akil Rashid, Social Worker
Bernice Brown, School Secretary	Keayonna Reaves, Non-Instructional Aide
Sydney Buchanan, Technology Specialist	Ashley Thomas, Math Lab
Twana Cannon, Media Specialist	Derek Thompson, Math Lab
Theresa Cartwright, School Operations Manager	Nicole Tuttle, PreKindergarten Coordinator
Jere Chang, Gifted Teacher	Rick Turnbow, Cafeteria
Reginald Colbert, Fine Arts	TaiShara Twyman, Mathematics Coach
Caitlan Cole, Grants Manager	Eric Washington, Technology Specialist

# Student Calendar/2019-2020 School Year

July 2019						
	S	M	T	W	T	F
		1	2	3	4	5
	6	7	8	9	10	11
	12	13	14	15	16	17
	18	19	20	21	22	23
	24	25	26	27	28	29
	30	31				

31<sup>st</sup> – First day for students

August 2019						
	S	M	T	W	T	F
					1	2
	3	4	5	6	7	8
	9	10	11	12	13	14
	15	16	17	18	19	20
	21	22	23	24	25	26
	27	28	29	30	31	

30<sup>th</sup> – Half-day (Conferences)

September 2019						
	S	M	T	W	T	F
	1	2	3	4	5	6
	7	8	9	10	11	12
	13	14	15	16	17	18
	19	20	21	22	23	24
	25	26	27	28	29	30

2<sup>nd</sup> – Labor Day

October 2019						
	S	M	T	W	T	F
			1	2	3	4
	5	6	7	8	9	10
	11	12	13	14	15	16
	17	18	19	20	21	22
	23	24	25	26	27	28
	29	30	31			

4<sup>th</sup> – Mid-Semester  
10<sup>th</sup>-14<sup>th</sup> – Fall Break

November 2019						
	S	M	T	W	T	F
					1	2
	3	4	5	6	7	8
	9	10	11	12	13	14
	15	16	17	18	19	20
	21	22	23	24	25	26
	27	28	29	30		

1<sup>st</sup> – Conferences  
25<sup>th</sup>-29<sup>th</sup> – Thanksgiving Break

December 2019						
	S	M	T	W	T	F
	1	2	3	4	5	6
	7	8	9	10	11	12
	13	14	15	16	17	18
	19	20	21	22	23	24
	25	26	27	28	29	30
	31					

20<sup>th</sup> – Last day of semester  
23<sup>rd</sup>-31<sup>st</sup> – Holiday Break

January 2020						
	S	M	T	W	T	F
				1	2	3
	4	5	6	7	8	9
	10	11	12	13	14	15
	16	17	18	19	20	21
	22	23	24	25	26	27
	28	29	30	31		

1<sup>st</sup>-3<sup>rd</sup> – Holiday Break  
6<sup>th</sup> – First day of semester  
20<sup>th</sup> – MLK Day

February 2020						
	S	M	T	W	T	F
						1
	2	3	4	5	6	7
	8	9	10	11	12	13
	14	15	16	17	18	19
	20	21	22	23	24	25
	26	27	28	29		

7<sup>th</sup> – Conferences  
14<sup>th</sup> & 17<sup>th</sup> – Winter Break

March 2020						
	S	M	T	W	T	F
	1	2	3	4	5	6
	7	8	9	10	11	12
	13	14	15	16	17	18
	19	20	21	22	23	24
	25	26	27	28	29	30
	31					

11<sup>th</sup> – Mid-Semester

April 2020						
	S	M	T	W	T	F
				1	2	3
	4	5	6	7	8	9
	10	11	12	13	14	15
	16	17	18	19	20	21
	22	23	24	25	26	27
	28	29	30			

6<sup>th</sup>-10<sup>th</sup> – Spring Break

May 2020						
	S	M	T	W	T	F
					1	2
	3	4	5	6	7	8
	9	10	11	12	13	14
	15	16	17	18	19	20
	21	22	23	24	25	26
	27	28	29	30	31	

1<sup>st</sup> – Conferences  
21<sup>st</sup> – Last day of school

June 2020						
	S	M	T	W	T	F
		1	2	3	4	5
	6	7	8	9	10	11
	12	13	14	15	16	17
	18	19	20	21	22	23
	24	25	26	27	28	29
	30					

Legend



No School



Start/End of Semester



Half Day



Mid-Semester

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## **FAMILY EDUCATION RIGHTS & PRIVACY ACT NOTICE**

### Rights under the Family Educational Rights and Privacy Act (FERPA):

- (1) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- (2) The right to request the amendment of the student's education record that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the 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 advise them of their right to a hearing in regarding the request for amendment. Additional information regarding the hearing procedures can be found in Policy/Regulation, Student Records, at [www.atlantapublicschools.us](http://www.atlantapublicschools.us).

- (3) The right to consent to disclosure of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosures without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a school approved volunteer; a person or company that is under the direct control of the school with respect to the use and maintenance of education records and with whom the school has contracted or who volunteers to perform a service or function for which the school would otherwise use employees (such as an attorney, auditor, medical consultant, therapist, insurance adjuster); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review and education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses educational records, without consent, to officials of another school in which a student seeks or intends to enroll.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washing, DC 20202-8520.
- (5) The school may disclose appropriately designated "directory information" without written consent, unless you have advised the school to the contrary in accordance with school procedures. Disclosures of "directory information" relating to individual students will be made under limited circumstances without the written consent of the parent, legal guardian or eligible student. These circumstances include when directory information is posted in schools such as on displayed student work; when printed in school publications such as graduation programs, yearbooks, or school playbills; in school communications for student recognition or information; when disclosed to the United States military; law enforcement entities; welfare agencies; colleges; universities and other post secondary institutions; scholarships-granting organizations; and other entities as approved by the Superintendent or his/her designee.

Directory information is information that is generally not considered harmful or an invasion of

privacy if released. Directory information includes student name; student address; student telephone listing; email address; photograph or image; date and place of birth; student grade level; student participation in officially recognized clubs and athletic activities; student weight and height, if the student participates in an athletic activity; dates of attendance at Drew; enrollment status; most recent educational agency or institution attended; and degrees, honors, and awards received.

The school records and maintains audio recordings and video or photographic footage and audio recordings of students on school property and at school events in locations including, but not limited to, parking lots, school buses, lunchrooms, classrooms and hallways. Such information is used and maintained for security and other informational purposes, including yearbooks, video, yearbooks, school publications, school websites and school social media such as Twitter, Instagram and Facebook. In many cases, recordings or photographs contain directory or peripheral video or photographic footage of students engaged in day-to-day activities. The school designees may crop, edit, or treat the photograph, video, or audio clip at its discretion.

Peripheral video footage, photographic images, or audio recordings of day-to-day student activities do not include footage of a student or students committing, being involved in, or witnessing a violation of law or school rule, procedure, or policy. The school may also determine that other activities do not qualify as peripheral images, footage, or recordings on a case-by-case basis.

**Parents/Guardians of students under 18 years of age or a student 18 years of age or older objecting to the release of this information should place their objection in writing and notify the student's Dean of Students, no later than September 3, 2019, or written ten calendar days of the student's enrollment.**

Each school is to keep any opt out provided in the student's permanent record folder.

## PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

*Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-

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

*Receive notice and an opportunity to opt a student out of-*

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing vision, or scoliosis screening, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

*Inspect*, upon request and before administration or use –

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

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State Law.

Drew Charter School will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure or use of personal information for marketing sales, or other distribution purposes. Drew will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes.

Drew will also directly notify, such as through U.S. mail or email, parents of students who are to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Drew will make this notification to parents at the beginning of the school year if the school has identified the specific of approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts parents will be provided reasonable notification of the planned activities and surveys listed below and will be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.

- Administration of any protected information survey not funded in whole or in part by US Department of Education.
- Any non-emergency, invasive physical examination or screening as described above.

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

### **Parent's Right to Know**

In compliance with the requirements of the Every Student Succeeds Act statute, Drew informs parents that you may request information about the professional qualifications of your student's teacher(s). The following information may be requested:

- 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 degree held by the teacher;
- Whether the student is provided services by paraprofessionals, and if so, their qualifications.

If you wish to request information concerning your child's teacher's qualifications, please contact the principal.

### **Child Abuse**

Any student (or parent or friend of a student) who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator, or other school system employee is urged to make an oral report of the act to any teacher, counselor, or administrator at his/her school.

Georgia law requires that school employees and volunteers immediately (or within 24 hours) report any suspected cases of child abuse or neglect. Once a report has been made official representatives of DFCS have the right to come to the school to interview the child without parent notice or permission. To report suspected child abuse, you may contact Drew's school social worker, school administrator, staff member, or DFCS Child Protective Center at 1-855-GACHILD / 1-855-422-4453 where reports are taken 24 hours a day, 7 days a week.

### **Drew Nondiscrimination**

Drew Charter School requires compliance with all discrimination laws, including but not limited to: Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Equal Pay Act of 1963, Pregnancy Discrimination Act, Age Discrimination Act of 1975 (Age Act), Age Discrimination and Employment Act (ADEA), Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, Boy Scouts of America Equal Access Act of 2001, and the Individuals with Disabilities Education Act (IDEA).

The Drew Charter School's Board of Directors believes that all students are entitled to equal educational opportunities regardless of their race, color, religion, sex, citizenship, ethnic or national origin, age, disability, medical status, military status, veteran status, marital status, sexual orientation, gender identity, or expression, genetic information, ancestry, or any legally protected status. No student shall be subjected to discrimination or harassment because of the student's race, color, religion, sex, citizenship, ethnic or national origin, age, disability, medical expression, genetic information, ancestry, or any legally protected status in any of Drew's education programs, activities, or practices. Drew's current policy prohibits discrimination based on gender identity and expression. The school values the uniqueness of every student; therefore, whenever a student identifies himself or herself as being transgender, if the family desires to do so, the school will collaborate with the student and family to develop a plan for the student.

The board further recognizes its responsibility in accordance with applicable laws (Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) to ensure that all students have an equal opportunity to benefit from and participate in all programs and activities of the school system. Additionally, sexual harassment is a form of sex discrimination prohibited by Title IX. Drew is committed to upholding these laws and takes discriminatory behaviors seriously.

Drew Charter School has established both informal and formal procedures for resolving any complaints of discrimination, harassment, or bullying. Allegations of discrimination should be reported immediately to an administrator or counselor at the school.

A student may make a direct report to their school administrator. The school administrator shall assist the student with formalizing and processing the complaint, which should include a statement of facts, identification of witnesses and any other information necessary to fully describe the matter. Formal complaints should be filed within 30 calendar days of the alleged incident. All inquiries and discrimination complaints filed with Drew Charter School (except in extenuating circumstances) are confidential to the fullest extent possible. Confidentiality also applies to the investigative process of all investigations conducted by the Office of Human Resources. All school personnel who have knowledge of the occurrence of discrimination should immediately make an appropriate report of the alleged misconduct to the appropriate principal, assistant principal, or to the Office of Human Resources.

Students should note that it is unlawful for a student to falsify, misrepresent, omit or erroneously report information regarding instances of alleged inappropriate behavior by a teacher, administrator, or other school employee including during off-school hours.

## ABOUT US

<p>Elementary Academy (PreK-5<sup>th</sup> Grade) <b>Lower Campus</b> 301 Eva Davis Way SE Atlanta, GA 30317 Main: 404-687-0001 Fax: 404-687-0480</p>	<p>Junior &amp; Senior Academies (6<sup>th</sup>-12<sup>th</sup> Grades) <b>Yates Upper Campus</b> 300 Eva Davis Way SE Atlanta, GA 30317 Main: 470-355-1200 Fax: 404-373-9207</p>
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### School History

Recognizing a quality school is the key to a healthy, revitalized neighborhood, the East Lake Foundation, in partnership with the Atlanta Board of Education and parents in the community of East Lake, opened Charles R. Drew Charter School –the city of Atlanta’s first charter school—in August, 2000. Drew Charter School started with 240 children in grades K-5 and now serves approximately 1,700 students in grades Pre-K–12.

The school is named for Dr. Charles Richard Drew (1904-1948), an African-American physician who is largely responsible for developing techniques used today for storing and transfusing blood and plasma.

### Purpose

Drew Charter School serves as a key component of the cradle-to-college pipeline within the holistic East Lake neighborhood revitalization. Appreciating our unique status as a mixed income school, Drew Charter School’s primary purpose is to provide an excellent education to all children living the Villages of East Lake so that each student reaches his or her full potential and is launched on a pathway to health, impact, and prosperity.

### Vision

Drew students are equipped with the knowledge, skills, and passion to create positive change in the world.

### Mission

Drew is an exemplary, innovative education community that empowers all student to achieve their full potential.

### Philosophy

Drew’s approach is based on the belief that every child has gifts and talents that must be discovered and nurtured. All students are consistently encouraged to strive to do their best so they may reach their highest potential. A Drew education is one that supports strong intellectual physical, social, and emotional growth.

### Drew Core Values

Wisdom, justice, courage, compassion, hope, respect, responsibility, and integrity are taught directly to students, reflected in the school code of conduct, and modeled in all interactions among members of the school community. Building strong character is fundamental to creating a positive learning environment and hallmark of Drew Charter School.

### What Is a Charter School?

Charter schools are public schools of choice that have greater flexibility in implementing teaching methods and philosophies. A charter school operates according to the terms of a charter, or contract, that has been approved by a local and state board of education. The charter school may request waivers from certain provisions of Georgia state law and any state or local rule, regulation, policy, or procedure relating to schools in the school district. In exchange for this flexibility, the charter school is bound by contract to be held accountable for meeting the performance-based objectives specified in the charter. Having exceeded its performance standards, Charles R. Drew Charter School’s charter has been renewed through June 30, 2022 by approval from both the state and Atlanta Boards of Education.

### **Educational Approach**

Made up of small, flexible, schools within schools, Drew is organized into academies where students are taught by a team of teachers. The Primary Academy serves students in PK-2, while the Elementary Academy serves students in grades 3-5; the Junior Academy serves students in grades 6-8 and the Senior Academy serves students in grades 9-12. Drew Charter School's Primary and Elementary Academies operate in Drew's original building that is attached to the East Lake Family YMCA. The Junior and Senior Academies are housed in a new state of the art facility across the street at the Yates Upper Campus. In addition, the school is surrounded by the Charlies Yates Public Golf Course and the Villages of East Lake apartment home community.

Drew works with several partners (i.e., Rollins Center at the Atlanta Speech School, Westminster Center for Teaching, East Lake YMCA, Georgia Institute of Technology, Georgia State school of Music, etc.) that are focused on raising student achievement. These partnerships also help promote our STEAM culture and programming, which integrates Science, Technology, Engineering, Arts and Mathematics with each other and with the Humanities. Project Based Learning (PBL) provides students with a meaningful and authentic approach to learning the content and skills necessary to be successful in college, career, and civic life.

### **Science, Technology, Engineering, Arts, and Mathematics (STEAM)**

Drew's STEAM model adds creativity and design-thinking, associated with the arts, to the traditional STEM disciplines. This focus begins in the Elementary Academy, continues throughout the Junior Academy and guides our selection of career pathways at the Senior Academy level (Engineering/Design and Business Technology). This model also assists with the creation of projects, the integration of courses and the planning of special events (e.g. – DESIGNORAMA and STEAM Day). We believe that this focus will help students develop 21st Century skills and experiences in order to be successful in a rapidly changing and technologically advancing world. In 2017, Drew's Elementary Academy became the first charter school in the state of Georgia to earn the GADOE STEAM Certification. Drew's Junior Academy earned this designation in 2019. It is important to note that in addition to a focus on STEAM, students receive a strong foundation in literacy and mathematics, all under the umbrella of Project-Based Learning.

### **Project Based Learning**

Project Based Learning (PBL) is an instructional approach that engages students in authentic learning designed to answer a question or solve a problem. Students learn 21<sup>st</sup> Century skills as they learn core content through rigorous, hands-on experiences. Unlike projects that are sent home in addition to the "real" work, in a PBL environment, projects are the centerpieces of the lesson. Teaching occurs through the project, rather than teaching and then doing a project. PBL is the main course, not the dessert. Students use technology tools in ways that professionals do- to communicate, collaborate, research, analyze, create, and publish their work for authentic audiences. Evidence of student work is visible throughout the school and is shared publicly with the community via quarterly PBL Showcase events.

### **Enrichment**

As a STEAM school, Enrichment classes are an important component of Drew's educational approach. At the Elementary Academy, students have the opportunity to experience a variety of Enrichment courses, including: Band, Chorus, Dance, General Music, Engineering and Design, Environmental Science, Golf, Orchestra, Orff Ensemble, Physical Education, Robotics, Spanish, STEAM Lab, Swimming (beginning in grade 3), Technology, and Visual Arts.

Drew prescribes to an exposure approach in kindergarten through grade 3, meaning students will experience classes from all Enrichment areas. In grades 4 and 5, students participate in a course selection process and commit to taking either semester- and/or year-long Enrichment classes. This process allows students to explore areas of interests and hone in on their strengths and talents. kindergarten through grade 3 students attend two, 35 minute courses daily, while grade 4 and 5 students attend 80-minute Enrichment classes on an A/B Day schedule.

## **ENROLLMENT AND REGISTRATION**

### **Admissions and Enrollment**

A copy of Drew Charter School's Admission and Enrollment Policy is included as Attachment A at the end of the Handbook.

### **Verification of Residency**

A school system employee or designee may visit the address given by any parent/guardian to verify residency. The property address given must be the actual location where the student and parent/guardian live full time. Schools may request a parent/guardian provide proof of residency if: (1) mail is returned from the student's address of record; (2) a student's attendance record indicates a pattern of absences, tardies; or (3) other circumstances are presented that place the school on notice that the address of record is invalid/inaccurate for the student.

### **Custody**

Parents are encouraged to provide the school a copy of all court order(s) regarding the custody of the child. Drew Charter School personnel may request custody documentation should a question arise. Student enrollment forms, as well as other official documents of the school should be signed by the natural parent or guardian with whom the child resides. The school will give to non-custodial parents, upon request, all information required under the Family Educational Rights and Privacy Act (FERPA) and the laws of Georgia, unless there is a valid court order directing the school not to divulge such information. If such order exists, a copy must be presented to the principal. Updated custody agreement forms should be on file with Drew at all times. Restricted pick-up of any parent or guardian will only be adhered to with evidence of court ordered documents or a current custody agreement stating pick-up or visitation are restricted.

### **Change of Address**

If a student's residence or contact information changes during the school year, the parent or guardian is required to notify the school. The parent or guardian should complete a change of address form, accompanied by new proof of residency documentation. This information must be submitted within fourteen (14) days of any move or change of address. This form should be returned to the Main Office of your child's school.

### **Grade Placement**

If acceptable documentation for determining grade placement is not presented at the time students are enrolled, students will be temporarily assigned to a grade until determination as to final grade placement can be made.

### **Withdrawal from School**

At the time of withdrawal, students must pay remaining cafeteria balances, return all textbooks, library books, and other school-owned items. Any such items not returned, and any other school-related expenses for which the student is responsible (such as lunch charges), must be paid for at the time of withdrawal. The school may withhold grade reports, diplomas, and/or certificates of progress until restitution is made for lost or damaged textbooks and/or media materials.

When students transfer or withdraw from school, parent(s)/guardian(s) are required to come to the school and sign the necessary forms. A 48-hour period is necessary to process all withdrawal paperwork. Students' grades and transcripts will not be released until all accounts are cleared. In situations where a custodial parent enrolls a child in school, that same parent should be the person who withdraws the child from school. However, the custodial parents who enrolled the child in school may give certified written permission to the school to allow a non-custodial parent to complete withdrawal procedures. Drew Charter School may withdraw a student without parent/guardian permission as required and permitted by the Georgia State Board of Education Rules.



## ATTENDANCE

### Attendance Policy

Drew Charter School maintains attendance regulations that follow guidelines of the Atlanta Public Schools Attendance Policy. Students are expected to be in school except in cases of illness or emergency (see list of Excused Absences and Tardies below). Only when attendance is regular and punctual can students fully capitalize on the many opportunities for successful learning that this school offers. The school and its families must work together to ensure the regular attendance of all students. While the school recognizes the value of family trips, it is strongly recommended that such trips correspond with the generous vacations already built into the school calendar to avoid the loss of valuable class time. Students are responsible for any work missed due to an absence, whether excused or unexcused. Parents are required to notify the school of a child's absence as soon as possible and preferably before the start of the day on which the student will be absent. If the school has not been notified about an absence in a timely manner, the school will attempt to contact the family by phone to inform them about the student's absence. Parents can also verify their child's attendance via the Infinite Campus Parent Portal.

*\*NOTE: Students who arrive to school after 11:00 a.m. will be counted as absent for the day.*

### Truancy

The Compulsory Attendance Law requires all minor students to attend school on a regular basis. When a child is absent, parents, guardians, or other persons who have control of a child enrolled in APS should report reasons for absences in compliance with Policy and Regulation JB. Georgia law requires that after any student accrues five (5) days of unexcused absences in a given school year, the parent, guardian, or other person who has control or charge of that child shall be in violation of O.C.G.A. -20-2-690.1 (b). Any child that is subject to compulsory attendance who, during the school calendar year, has more than five (5) days of unexcused absences is considered truant.

The law states the following: "Any parent, guardian, or other person residing in this state who has control or charge of a child or children and who violates this Code section shall be guilty of a misdemeanor and upon conviction thereof, shall be subject to a fine or not less than \$25.00 and no greater than \$100.00, or imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day's absence from school in violation of this part after the child's school system notifies the parent, guardian, or other person who has control or charge of a child of five unexcused days of absence for a child shall constitute a separate offense".

- Drew will notify parents/ guardians when a student has accumulated five (5) unexcused absences.
- Possible consequences may also include disposition for unruly children in accordance with O.C.G.A. 15-11-67

### Absence Policy

Please refer to the ladder of interventions regarding the school's absence policy:

1. After two (2) unexcused absences the teacher/ school will contact the parent by phone, email or in person and remind them of the school's attendance policy. The teacher/school will document the contact with parent.
2. After three (3) unexcused absences the school counselor will send a first (1<sup>st</sup>) notice to the parent reminding them of the school's attendance policy and intervene to support if necessary. A second (2<sup>nd</sup>) notice will be sent after five (5) unexcused absences.  
**\*Notices will be mailed to the address listed in Infinite Campus.**
3. If the student accumulates more than five (5) unexcused absences a referral will be made to the school social worker. The school social worker will contact the parent and collaborate with the administrative team.
4. If the student continues to accumulate absences, a meeting will be scheduled with a Drew Charter School administrator and the social worker to determine the student's continued enrollment at Drew Charter School.
5. A student can be withdrawn from school if they accumulate more than ten (10) consecutive,

unexcused absences for the year. The school counselor contacts the parent at three (3) unexcused absences. The school counselor refers the student to the social worker at five (5). The social worker will meet with the parent to intervene/ set parameters for withdrawal. If the student continues to accumulate absences of ten (10) or more they can be withdrawn. Drew's social worker will indicate to administrators which students have not improved.

### **Excused/ Unexcused Absences**

When verified by the parent or guardian, excusable absences will be recorded in the student's permanent record as an "excused absence". The school does not excuse absences for assisting at home, babysitting, family vacations, shopping or for other reasons deemed capricious by the school authorities. In addition, teachers are not responsible for providing private instruction for work missed through absences for the aforementioned reasons. Such absences must always be reported to the school and will be recorded on the child's permanent record as "unexcused absences". Continued or chronic absence/ tardiness for illegal reasons may result in referral to the Student Support Team (SST), or the Department of Family and Children Services (DFCS), and excessive illegal absence/ tardiness may result in the retention of a student at grade level and referral to the juvenile authorities.

### **Excused Absences and Tardies (Proper Documentation Must Be Provided)**

Excusable absences permitted by Georgia Board of Education attendance rules:

- Illness
- School Sponsored Educational Opportunity
- Quarantine
- Suspension
- Death in Family
- Expulsion
- Medical (or dental) appointments
- Court Proceedings (one-day limit)
- Religious Proceedings
- Serve as a Page in the Georgia Assembly

### **Violation of Drew Attendance Policies**

Students with excessive unexcused absences and/or tardiness are in violation of our attendance policy. Students who have exhibited a pattern of poor attendance from previous school year and/or have exceeded the current school year maximum number of unexcused absences and or/tardies may be placed on attendance probation. Students on probation can be withdrawn when 2 absences and 5 tardies are reached. A due process model will be implemented to address continued and repeated tardiness. Continued and repeated tardiness will jeopardize the student's continued enrollment at Charles R. Drew Charter School.

### **Absence Documentation Requirement**

#### *Parent's Notes*

All absences require a written note from the parent/guardian explaining the absence(s). The student should deliver in the note to their homeroom teacher when they return to school. Failure to submit such notes within three (3) days after returning to school will result in an unexcused absence being recorded.

#### *Doctor's Note*

Upon return to school, a student absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school.

### **Participation in Extracurricular Activities**

If a student is marked with an unexcused absence for the school day, the student will not be allowed to participate or attend extracurricular activities scheduled for the same day that the student is absent. This includes PBL Showcases, Enrichment Performances, etc.

### **Make-Up Work**

Students who have an excused absence shall have the opportunity to make-up work. It is the responsibility

of the parent and student to contact the teacher(s) involved to determine make-up assignments and establish mutually agreeable terms for daily work and test make-up. Students will be granted the amount of time they were absent to make up work. Major project or quarter exams missed during suspensions will be made up within the same number of days as the length of the suspension.

### **Tardiness Policy**

All students must arrive at school and be in the assigned classroom by 8:00 a.m. Students are considered tardy when entering the classroom after 8:00 a.m. bell rings. Repeated failure to comply with this policy could result in the student losing the privilege of attending Drew Charter School.

### **Tardiness Procedures**

Students who arrive after the 8:00 a.m. bell rings must obtain a late pass before entering class. *Only proof of medical and dental appointments will be considered for excused tardiness.* Please refer to the ladder of interventions regarding the school's tardy policy:

1. After three (3) unexcused tardies the teacher/school will contact the parent by phone, email or in person and remind them of the school's attendance policy. The teacher/school will document the contact with the parent.
2. After five (5) unexcused tardies the school will send a first (1<sup>st</sup>) notice to the parent reminding them of the school's attendance policy and intervene to support if necessary. A second (2<sup>nd</sup>) notice will be sent after ten (10) unexcused absences.
3. If the student accumulates more than ten (10) unexcused tardies a referral will be made to the school social worker. At 10+ tardies parent(s)/guardian(s) and/or the student are required to attend a mandatory meeting regarding attendance.
4. A committee will develop progressive intervention plan with parents/guardians to prevent additional tardies, which can include monitoring, counseling, mentoring, as well as additional family support services.
5. A due process model will be implemented to address continued and repeated tardiness. Continued and repeated tardiness will jeopardize the student's continued enrollment at Charles R. Drew Charter School.

*\*Notices will be mailed to the address listed in Infinite Campus.*

### **Late Pick-Up**

The school day ends at 4:00 p.m. Students are expected to be picked up on time, between 4:00 p.m. and 4:15 p.m. We encourage parents to enroll students in an after school program if you cannot make the 4:15 p.m. deadline. After 4:30 p.m., parents will be required to sign out their child from the late pick-up room. The following fees will be assessed:

**After 4:30 p.m. – Parents must pay a fee of \$1 per minute, per child at the of pick-up.**

Please note that the school will make every effort to contact you should your child not be picked up by 6:00 p.m. Students not picked up by 6:00 p.m. will be referred to the school social worker for follow-up. In order to ensure the safety of your child, the school will contact the local authorities should a pattern of late pick-ups occur.

### **Early Dismissal**

Requests to be dismissed before the end of the school day must be limited to emergencies or medical appointments which cannot be taken care of during after school hours. Parents should not check out students for the purpose of avoiding car rider traffic. Students who need to leave early should bring a note from their parents on the morning of the day of the early dismissal. Parents have to check their child out early from the front desk using standard checkout procedures. Frequency of early dismissals will be monitored. Early dismissal ends at 3:15 p.m. Students will not be released for early dismissal after 3:15 p.m.

## GENERAL INFORMATION

Elementary Academy Hours of Operation
School Hours: 8:00 a.m. – 4:00 p.m.
Morning Care: 6:45 a.m. – 7:50 a.m.
Main Office Hours: 7:15 a.m. – 4:15 p.m.
RISE After School Program: 4:00 p.m. – 6:00 p.m.
Building Access: 6:45 a.m. – 6:15 p.m.

### Arrival Procedures

All students must arrive and be in their classroom by 8:00 a.m. each morning (**8:30 a.m. for pre-Kindergarten students**). Students will be considered late after the 8:00 a.m. bell. Students may enter the building as early as 6:45 a.m. and may eat breakfast up until 7:50 a.m. Students who arrive after 7:50 a.m. will not be allowed to join the breakfast line. Once they have arrived on campus, students are not permitted to leave school unless a parent, guardian or authorized person is physically present in the school's office and presents a valid picture ID. Parents of kindergarten through grade 5 students say goodbye in the lobby/designated areas. Students walk to their classrooms independently. Parents will not be allowed to walk students down the grade level hallways, into the classrooms, or hold "mini" conferences with teachers as they are preparing to begin instruction. If you need to speak with your child's teacher, please send an email or leave a message at the main office. Pre-kindergarten parents will be allowed to walk their students to class and sign in daily in their individual classrooms. A special pass will be given to parents granting hallway/classroom access. Passes must be shown daily to assigned Drew staff prior to entering the Pre-kindergarten hallway. Pre-kindergarten students must be signed in daily in their individual classrooms.

### Birthday Celebrations

Students love to celebrate birthdays at school, as it is a memorable time to share with teachers and friends. In an effort to maximize student instructional time, we are asking all parents to follow these simple guidelines when planning for your child's birthday celebration at school.

- Please check with your child's teacher regarding classmates with specific dietary needs or food allergies prior to bringing any food item to school
- Ensure that birthday treats are store bought (no homemade items) and include a visible listing of ingredients

\*NOTE: Drew does not allow balloons, flowers, party favors, treat bags and costumes for student birthday celebrations.

#### *Pre-Kindergarten- Grade 3*

If you wish to celebrate your child's birthday with his/her class, you may bring a small treat to share between 2:30 p.m. – 3:30 p.m. after confirming the day/time with your child's teacher. Birthday visits will be limited to 15 minutes.

#### *Grades 4-5*

Birthday celebrations for students in these grades should take place during your child's lunch period. The cafeteria monitors will provide direction as to how to distribute treats towards the end of the lunch period. Please confirm the time of your child's lunch period with his/her homeroom teacher.

## **Building Entrance**

When students are dropped off or picked up, they must enter and exit the building through the front, main door, unless otherwise advised.

## **Clubs, Organizations and Extracurricular Activities**

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right.

Students attending regularly scheduled club meetings must follow school rules. Clubs will meet on a scheduled basis so as not to conflict with academic instruction. Sponsors or coaches of athletic teams, student clubs and performing groups such as band, choir, and athletic teams may establish standards of behavior- including consequences for misbehavior- that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of conduct or by local policy will apply in addition to any consequences specified by the organization's standards of behavior.

The following clubs will operate during the 2019-2020 school year:

Chess Club	Playworks Junior Coaches (grades 4-5)
Girls on the Run	Playworks Intramural Sports (grades 4-5)
Helen Ruffin Reading Bowl (grades 4-5)	Robotics
Mass Communications (grades 3-5)	Student Council (grades 3-5)
Math Olympiad (grades 4-5)	

## **Communication**

### *Weekly Principal Newsletter*

In an effort to communicate in a proactive and interactive manner the principal will forward an electronic weekly newsletter to parents/guardians. The weekly newsletter will serve as the primary communication source for parents. It will be distributed on Sunday evenings and will include school-wide announcements, calendar reminders, and pertinent updates.

### *Grade Level Communication*

Each grade level will provide weekly communication to parents each Monday via a newsletter.

## **Contacting Staff Members**

Communication between staff members and parents/guardians is critical for students' success. Below are several procedures and norms for this communication:

1. Parents/guardians should expect staff to respond to phone calls and emails within two business days (48 business hours).
2. Upon receipt of a conference request, staff members will attempt to schedule conferences within the next 10 business days. The parent/guardian should report to the office at the time of the agreed appointment and the main office staff will provide a visitor's pass and notify the staff member.
3. Please always check in at the main office and refrain from going directly to classrooms or offices before the main office has contacted the staff member.
4. Under no circumstances should a parent go to a classroom or interrupt a teacher's class without prior consent from the main office.

## **Dismissal Procedures**

Early dismissal ends promptly at 3:15 p.m. Please plan to arrive before 3:15 p.m. if you need to pick your child up early. Dismissal procedures for your child should be communicated to your child's teacher at the beginning of the school year (i.e., walker, parent pick- up/car rider, private bus/van service, or RISE After School Program). Students are signed out daily using the Kinderlime system. Parents must set up a Kinderlime account to obtain a 4-digit code. Codes cannot be shared by multiple family members/ each person authorized to pick up a student must utilize their own unique code. The following dismissal procedures will be utilized:

### Pre-Kindergarten

- Pre- kindergarten parents **only** can pick up their pre-kindergarten child(ren) as early as 3:00 p.m.
- Parents should enter through the front door entrance and will be required to use a Pre- kindergarten Parent Pass for dismissal.
- Pass must be shown at the front door entrance prior to entering the building.
- Parents will be required to sign students out via the Kinderlime system from their individual classrooms.

### Kindergarten

- Kindergarten parents may pick their students up beginning at 3:45 p.m.
- Parents should enter through the front door entrance and will be required to use a Kindergarten Parent Pass for dismissal.
- Parents will be required to sign students out via the Kinderlime system from their individual classrooms.

### 1<sup>st</sup> – 5<sup>th</sup> Grades

3:50 p.m. – 4:00 p.m.:

- All car riders will be dismissed from their classrooms via the Kindelime system. Car riders exit through the main entrance.
- All van riders will be escorted to the Tinker Yard exits to board vans/ after-school buses.
- All students in the RISE After School Program will be escorted to designated areas by assigned staff members.
- All walkers will be escorted/ dismissed from the playground at 4:00 p.m.

4:15 p.m.:

- All remaining parent pick-ups/car riders will be escorted to the cafeteria by their homeroom teacher. Parents arriving after 4:30 p.m. will be required to come into the building to sign out their children. A fee of \$1 per minute per child will be assessed for students beginning at 4:30 p.m. up until the time the parent arrives. Payment for late pick-ups is due at the time of pick-up.

### **Dogs**

Dogs are not allowed on school property.

### **Dress Code**

While attending school, all students must be in uniform daily. Uniforms must be neat and clean. Students should also practice good hygiene. If a child is out of uniform, parents will be contacted and required to bring the necessary items before students are admitted to class. Coats, jackets and other over-garments, which are not part of the school uniform, must be stored in an assigned location. For safety concerns, students are not allowed to wear coats and jackets during the school day. The Elementary Academy uniform policy is as follows:

	<b>Boys</b>	<b>Girls</b>
<b>Tops</b>	Hunter Green Knit Polo Style Shirt <ul style="list-style-type: none"><li>• Collar required</li><li>• Sleeves required</li><li>• School logo/insignia only</li><li>• Solid color only</li></ul> Drew spirit wear (t-shirts, sweatshirts) Sweater – in Hunter Green, White or Khaki only	Hunter Green Knit Polo Style Shirt <ul style="list-style-type: none"><li>• Collar required</li><li>• Sleeves required</li><li>• School logo/insignia only</li><li>• Solid color only</li></ul> Drew spirit wear (t-shirts, sweatshirts) Sweater – in Hunter Green, White or Khaki only
<b>Bottoms</b>	Khaki Pants, Khaki Shorts (not to exceed 1 inch above the knee) <b>(Tan/Beige Color ONLY)</b>	Khaki Pants, Khaki Shorts (not to exceed 1 inch above the knee) <b>(Tan/Beige Color ONLY)</b> Khaki Jumper, Khaki Pants <b>(Tan/Beige Color ONLY)</b>
<b>Footwear</b>	No open toed shoes	No open toed shoes

	<b>Boys</b>	<b>Girls</b>
<b>Accessories</b>	Belt All accessories should be consistent with the spirit of the uniform policy. Head coverings are only allowed for religious reasons inside of the school building.	Belt All accessories should be consistent with the spirit of the uniform policy. Head coverings are only allowed for religious reasons inside of the school building.
<b>Other</b>	When approved by the administration, select clothing may be allowed on particular school days. Professional dress will be requested or required for select events including project presentations and identified field trips.	

\*Administrators reserve the right to request removal of clothing items deemed as inappropriate/out of compliance of school policies and expectations

### **Emergency Procedures**

Charles R. Drew Charter School has developed a comprehensive safety plan that will be practiced throughout the school year. Fire and emergency procedures are posted near the door of every room in the school building. Students and staff will participate in training and drills of emergency procedures and are expected to adhere to the proper protocol during all drills. During emergencies where evacuation of the building is necessary, alarms will ring continually. When emergency alarms sound, students and staff should proceed quickly, quietly and calmly following the evacuation procedures. All building visitors are required to participate in drills as well.

### **Field Trips**

Field experiences are a major part of the curriculum and are heavily encouraged. Parents will receive notices of field trips in advance and will be required to sign a field trip permission form. At times a small contribution may be requested to help defray transportation or facility cost. No student will be penalized in any manner or denied the opportunity to go on the field trip that is part of the regular academic program for failure to contribute. Under no circumstance will a student be allowed to leave the school grounds without a permission slip signed by a parent/ guardian. Students and parents are expected to adhere to all deadlines related to returning permission slips. Emails or verbal authorities from parents are not allowed.

Field trips are a privilege. A student can be excluded from participation in field trips as a consequence for inappropriate behavior on the school grounds or based on inappropriate behavior displayed on previous field trips. Rules on field trips are the same as required within the school confines. Students violating school conduct rules on a field trip are subject to the same disciplinary action as would apply if they were on school property. Violations of school rules on a field trip may result in the revocation of a students' privilege of participating in future field trips and/or other school activities. Parents are allowed to use My Payments Plus to satisfy all field trip fees.

### **Grading Scales**

#### *Kindergarten Performance Levels:*

Beginning: First time experiencing the skill or standard or failure to achieve at the assigned performance level

Developing: Average achievement and practicing the skill

Proficient: Above average achievement and performing the skill accurately

Exemplary: Excellent achievement by performing the skill accurately and consistently

#### *Grades 1-5 Grading Scale:*

A = 90-100%      Excellent achievement at the assigned performance level

B = 80-89%      Above Average achievement at the assigned performance level

C = 70-79%      Average achievement at the assigned performance level

F = 0-69%      Failure to achieve at the assigned performance level

<b>Enrichment Grading Scale</b>		
<i>Symbol</i>	<i>Standard</i>	<i>Clarifying Statement</i>
E	Excellent	Achievement indicates mastery of grade-level content above what is normally expected of a student at the same instructional level.
S	Satisfactory	Indicates mastery of grade-level content normally expected for the student's instructional level.
N	Needs Improvement	Student does not yet meet expectations for mastery of grade-level content in one or more areas.
U	Unsatisfactory	Achievement indicates failure to perform at the expected instructional level.
Each teacher will provide the appropriate grading weight and scales for each class. <i>*All criteria for determining grades is subject to change.</i>		

### Homework

Homework is an extension of the school day. Students are expected to meet the deadlines given by their teachers. The school-wide homework focus is on building fluency in both reading and mathematics, as well as to review concepts that have been previously taught. Students should read appropriate texts and practice mathematics facts outside of the school day. Teachers may provide additional practice and reinforcement via online platforms, resources and Google Classroom.

All 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students are required to complete a Science Fair Project. Science Fair Projects are school/home projects. Students will be required to complete components of the Science Fair Project at home due to class limitations. Science Fair Project guidance and requirements will be shared with students/parents by homeroom teachers.

### Lost and Found

The lost and found area is located in the rear of the cafeteria. At the end of each month, unclaimed items are donated to charity. Attempts are made to return labeled items to students before unclaimed items are donated.

### Meals

Breakfast and lunch will be available to all students daily. The following guidelines will be used for parents who need to drop off their child's lunch during the school day:

- Parents must obtain a visitor's pass from the main office.
- Label the lunch and bring the lunch to the cafeteria and place it in the area assigned to your child's homeroom teacher (students will retrieve their lunch at their lunch time; they will not be called out of class).
- Bring lunch only for students for which you are a parent/guardian.

Please note that any lunches that arrive after the designated lunch period will remain in the cafeteria until the end of the day.

### Lunch Schedule

Kindergarten: 11:05 a.m. - 11:35 a.m.	2 <sup>nd</sup> Grade: 12:40 p.m.- 1:10 p.m.	4 <sup>th</sup> Grade: 12:05 p.m. - 12:35 p.m.
1 <sup>st</sup> Grade: 10:00 a.m. - 10:30 a.m.	3 <sup>rd</sup> Grade: 10:35 a.m. - 11:05 a.m.	5 <sup>th</sup> Grade: 11:35 a.m. - 12:05 p.m.

Drew was selected to participate in Atlanta Public Schools' Community Eligibility Provision (CEP) for the 2019-20 school year. For more information about APS' Nutrition Program visit: [www.atlantapublicschoolsnutrition.us](http://www.atlantapublicschoolsnutrition.us). You may place money on your child's account (for a la carte items) using a credit/debit card via [www.myschoolbucks.com](http://www.myschoolbucks.com).

### SY 2019-20 Meal Prices:

	<b>Breakfast</b>		<b>Lunch</b>	
	Full Price	Reduced Price	Full Price	Reduced Price
Students	FREE - APS enrolled students		FREE - APS enrolled students	
Non-APS Students/Adults	\$1.50		\$5.00	



### *Lunch with Students*

Parents are welcome to join their children for lunch. However, the school may limit or cancel lunches if a parent's presence or behavior intentionally or unintentionally causes a disruption or safety concern. If custodial disputes arise, the school may request custody documentation and may restrict lunches as deemed appropriate or as necessary pursuant to relevant legal documentation. When joining a student for lunch the following procedures apply:

- Parents must sign in at the main office, obtain a visitor's badge and wear it at all times.
- Parents must say goodbye in the cafeteria and students must continue their daily routine at the end of the lunch period.

### **Media**

The media may choose to cover interesting events that occur at Charles R. Drew Charter School throughout the year. If for any reason a parent does not wish his/her child to be viewed on television or photographed, you must submit a media release form. Media release forms at the main office.

### **Money and Other Valuables**

Students should not bring money, property, or other valuables to school, except to purchase items from the cafeteria, or to pay for field trips and/or other classroom fees. Money should be sent in a sealed and labeled envelope. If money is required for other reasons, students and parents will be notified. The school will not assume the responsibility for any lost or stolen items.

While it is the responsibility of the student to secure and maintain the safety and control of any and all valuables, the administration of Drew Charter School and its entire staff will also hold students accountable for any deliberate theft or misuse of another students' property. Students are not allowed to sell or solicit funds of any kind without the consent of an administrator. Students are not permitted to give items on campus without consent from an administrator. This includes candy, sodas, and other materials.

### **Multi-Media Center**

The Media Specialist manages electronic, print, video, and other traditional and nontraditional information resources, and helps individuals within the school retrieve and organize information. The instructional material in the school media center enriches the education of children, improves research skills, and helps teachers to individualize instruction. Students are encouraged to spend at least 20 minutes reading each night. Books and other materials, such as magazines and reference articles, are available for both classroom and personal use. The cooperation of parents is requested to ensure that materials are used and returned promptly.

Students are expected to respect the rights of all students who are entitled to a quiet work place, and to take good care of media center materials. Students are responsible for damaged or lost materials.

### **Parent-Teacher Conferences**

Teachers are not available for parent-teacher conferences during instructional time. However, parents are encouraged to utilize the scheduled parent-teacher conference days to address student issues. There are four, scheduled parent-teacher conference days throughout the school year. If you submit a complaint or issue, please allow time for an administrator and/or teacher to investigate your concern before issuing a response.

### **Progress Reports**

Progress reports are sent home on a monthly basis. Student's grades can also be monitored via the Infinite Campus Parent Portal at any time. Infinite Campus Parent Portal access can be obtained from the school registrar.

### **Restrooms**

Students should use the restroom between classes, before and after lunch, returning from Enrichment classes, or as directed by a teacher. Students will not be permitted to loiter in the restrooms. Students who need to use the restroom during class times must obtain permission from their teacher along with a hall pass.

## Responsible Technology Use

At Drew Charter School, we use technology to enhance our mission to teach the skills, knowledge, and behaviors students will need to succeed in the global community. We expect students to embrace the following principles so they may become responsible, digital citizens. These technologies may include, but are not limited to, school-provided equipment as well as personal devices (computers, tablets, cell phones, lap tops, netbooks, e-readers, interactive whiteboards, etc.).

1. Drew Charter School technology is intended for educational purposes only.
2. All activity over the network or while using Drew technologies will be monitored.
3. Access to online content via the school network will be filtered in accordance with our policies and federal regulations, including the Children's Internet Protection Act (CIPA).
4. Users are expected to follow the same rules for good behavior and respectful conduct online as offline.
5. Misuse of school resources will result in disciplinary action.
6. Drew Charter School makes every effort to ensure users' safety and security online, but will not be held accountable for any harm or damages that result from use of school technologies.
7. Users of the school network or other technologies are expected to immediately alert school personnel of any concerns for safety or security (duty to inform).
8. Any electronic device that is being used inappropriately will be confiscated and students will receive a consequence, including loss of technology privileges.
9. Students/parents will be held responsible for damaged technology.

To ensure students are aware of the school's technology policies, the following Technology Agreements are discussed and are visible in every classroom:



\*Student violation of technology agreements will result in Student Conduct referrals (Levels 2 and 3 Infractions).

## Report Cards

At the end of each grading period, a thorough report of student progress is presented in the form of a report card that includes:

- The overall quality of performance according to the standards of each discipline.

- The level of the student work (above, below, or on grade level).
- A brief description of any standards where a student is notably strong or weak.

### **Retesting**

Students in grades 2, 3, 4 and 5 are given opportunities to retake identified assessments when a student earns a score below 70%. All retakes must be completed within 10 days of the initial assessment. Students are not permitted to retake an assessment after the end of a 9 week marking period (quarter). Retests are only permitted on tests. Retests are not allowed on quizzes, benchmark and MAP assessments.

### **RISE After School Program**

The RISE After School Program aims to provide a fun, enriching environment for students in grades Pre-K through 6<sup>th</sup> that will encourage learning, inspire creativity, enhance social skills and reinforce academic standards through the use of Science, Technology, Engineering, Arts and Mathematics (STEAM).

The RISE After School Program is a fee based program that operates each full school day beginning at 4:00 p.m. and ending at 6:00 p.m. Parents are given a 14-minute grace period before late fees are assessed. Beginning at 6:15 p.m. late fees of \$1 per minute will be assessed. The fee is per child.

### **Room Parents**

Classroom Room Parents are a vital component of the Elementary Academy and are handled through the PTA. At the start of each school year, the PTA solicits parents who are interested in being Room Parents for their child's class.

#### *Roles & Responsibilities*

The Room Parent is required to be a Level 3 Volunteer and must pass this clearance level. Information about how to obtain this level of volunteer status can be found on page 24 of the 2019-20 Elementary Academy Handbook. The Room Parent is responsible for maintaining a class list of emails in order to send out PTA announcements on a regular basis, this is an important part of our PTA communication and a vital role of the room parents. Once a Room Parent is in place they should initiate a meeting with the teacher(s) to determine what needs the Room Parent can fill. Most often this includes organizing and managing class parties, handling teacher birthday recognition, asking parents for supplies for class projects or handling a monthly snack calendar. The PTA Room Parent Committee Chair will be available for guidance throughout the year.

### **School Closing**

In the event of inclement weather, the Charles R. Drew Charter School will follow the Atlanta Public Schools' inclement weather decision. Parents, students and staff are advised to tune in to all local television channels for school closings, delays and/or early dismissals.

### **School Nurse**

A registered nurse is on duty each day. The nurse is responsible for assessment, intervention, and management of health related concerns in the school setting. This service is not to replace the care a student receives from a regular doctor or clinic, but will provide:

- Basic emergency and first aid care,
- Assistance to correct problems discovered,
- Monitoring of immunization records, and
- Administering of certain medications.

#### *Medication*

If a student needs to be administered medicine during the school day, it must be in the original container and a completed permission form must accompany the medication. This form may be obtained from the nurse's office. A parent/guardian must deliver prescription medications that are classified as controlled substances to the nurse's office. All medication will be stored and dispensed through the nurse's office.

**Students are not allowed to bring medicine (prescription or over the counter) with them to school to administer to themselves or distribute to others.**

### *Sick Call*

After an assessment by the nurse, if it is determined that a student should not be at school, a parent, guardian, or emergency contact will be notified. Please contact the nurse's office when there is a change in health status to discuss your student's individual needs. If it becomes necessary for a student to take any form of medication at school, a signed note from a parent/guardian and doctor must be presented to the nurse. The nurse should be notified in writing if a student has a chronic illness or disability that could require special or emergency treatment. Students should not return to school until fever -and/or vomit-free for 24 hours. Except as permitted by policy, medicine must be kept in the school clinic and dispensed by the nurse or his/her designee.

### *Contagious Illness*

If a student has been identified as possibly having a contagious illness, the school will follow the infectious disease reporting protocol including recommendations from the Fulton County Health Department.

### *Lice*

If a student has been identified as having lice or eggs in their hair/scalp, a parent/guardian will be contacted and they must be picked up immediately. Your child may return after treatment and a re-check has been performed by the nurse.

### **School Telephone Use and Student Use of Electronic Devices**

Students will only be allowed to use the school telephone for emergencies and only with staff permission and supervision.

Students are strongly discouraged from bringing electronic devices to school. Any student who is found using an electronic device during the school day (i.e., cell phone, walkie-talkie, iPod, smart watch, hand held video games, tablet and other electronic communication devices) will have the item confiscated and will only be returned when the student's parent appears in person to retrieve the item. If there is a second offense, the item will not be returned until the end of the school year.

Note: Students are not permitted to use cell phones during the school day. If you or your student are concerned about safety of a device, phones may be dropped off at the front desk where they will be secured until the end of the day.

### **Visitors**

All parents/ guardians and other visitors, must enter through the front lobby, sign in at the front desk, and wear an identification badge at all times. Any visitor caught in the building without an identification badge will be asked to visit the front desk or leave the building. School staff will provide additional visitor assistance, as needed.

### **Volunteer Program**

All non-Drew staff volunteers must be cleared using the following means in order to serve in a volunteer capacity:

#### Level II Clearance

Level II volunteers are non-Drew personnel who will have direct interaction with students with other adults present at all times.

- Any volunteer who will interact with students in the presence of school staff will need to be cleared by:
  - o Completing the Volunteer Release Form
  - o Submitting a copy of government issued ID
- Once they have submitted the paperwork listed above, a staff member must check their name on the US Department of Justice's Sex Offender Registry
- If they are not listed on the website they can be cleared and added to the list of approved volunteers.

**\*\*Please note that all Level II volunteers are required to submit necessary documents annually.**

### Level III Clearance

Level III volunteers are non-Drew personnel who will have direct, unsupervised interaction with students. Level III Clearance is required for all classroom parents. Parents are not allowed to attend field trips as chaperones without Level III Clearance as field trip chaperones.

- Any volunteer who will interact with students without a staff member will need to be cleared by:
  - o Completing the above steps for Level II Clearance
  - o Completing the GAPS Cogent Applicant Registration Form in addition to paying the \$45 fee
- Once they have submitted the paperwork listed above, a staff member must enter all their information into the Applicant Registration section of the GAPS Cogent website
- After 2 to 3 days the applicant's report will be ready to view by an HR representative who will determine if they are clear to volunteer.

The Enrollment Officer is responsible for the volunteer clearance process. Please contact the front office for processing hours.

## **PARENT AND STUDENT RESOURCES**

### **Child Find**

The purpose of Child Find is to identify, locate, and evaluate children and youth, birth to age 21, who are suspected of, or have a disability or developmental delay, in order to provide free and appropriate special education services. Child Find offers comprehensive special education services to eligible students ages three through 21 years of age. Parents of students who suspect their child may have a disability, should contact the teacher, principal, or the SST/RTI Specialist. All referrals are considered confidential, and services are provided at no cost. The parent, legal guardian, or surrogate parent retains the right to refuse services and are provided other procedural safeguards under federal and state law.

Public school services include screening in areas of suspected disabilities, such as vision, hearing, autism, motor skills, speech, language, and general development. Evaluations in the schools are provided for several areas of suspected disabilities including learning disabilities, speech and language development, orthopedic impairments, vision or hearing problems, intellectual disabilities, emotional behavior disorders, autism spectrum disorders, health impairments, traumatic brain injuries, and significant developmental delay. For more information concerning eligibility criteria and referral procedures, contact the Special Education Lead Teacher.

### **Homeless Children and Youth**

The McKinney-Vento Homeless Assistant Act (the Act) ensures educational rights for children and youth experiencing homelessness. The primary goal is educational stability. The Act defines homeless students as those who lack a fixed, regular and adequate nighttime residence. This includes:

1. Children and youth who are forced to share the housing of other persons due to the loss of housing, economic hardship, or similar reason; live in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; live in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
2. Children and youth who have primary nighttime residence that is not designated for or ordinarily used as regular sleeping accommodation for human beings;
3. Children and youth who live in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or
4. Migratory children are considered homeless when they are living in circumstances set forth in items 1, 2 and 3.
5. Unaccompanied youth are students who are not in the physical custody of a parent/guardian and are living in a homeless situation.

Homeless students have certain educational rights and can: enroll without delay in school without proof of residency or permanent address, immunization, school records, or other documents or while documentation is being obtained; choose between the local school where they are living or the school last attended before becoming homeless, when requested by the parent and determined by the schools to be feasible and in the student's best interest; attend school and participate in school programs with children who are not homeless; and received all the school services available to other students including transportation services, special educational services where applicable, and meals through the schools meals programs.

To be considered eligible, to enroll, and for more information regarding homeless education services, contact Akil Rashid, School Social Worker.

### **Home Schooling, Attendance, Reporting**

Parents and guardians wishing to establish or continue utilizing the home school program must complete a submit declaration of intent form to Georgia Department of Education. It is the responsibility of the parent/guardian to obtain and file a new declaration of intent each year.

To submit an online declaration of intent form or for more information regarding home school programs, contact the GADOE at 404-656-3083 or visit

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

### **Hospital Homebound**

Hospital Homebound (HHB) instruction is designed to provide continuity of educational services between the classroom and home or health care facility for students at Drew Charter School whose medical needs,

either physical or psychiatric, do not allow school attendance for a limited period of time. HHB instruction may be used to supplement the classroom program for students with health impairments whose conditions may interfere with regular school attendance (e.g., students receiving dialysis or radiation/chemotherapy; or students with other serious health conditions). For additional information, contact SST/RTI Specialist at Drew at your child's specific academy.

### **School Counselors**

School counselors provides a safe, nurturing environment to foster a trusting relationship with students. Parental permission is not required for students to see the counselors or to participate in classroom guidance activities. In this confidential relationship, students can explore their feelings and experiences in hopes of finding a meaningful, positive solution to their personal issues. In many cases, school counselors work on problem solving, decision-making, and goal setting with the student.

School counselors do not take the place of private therapists and cannot provide long-term therapy for students. Parents, teachers, and students can initiate a referral to the school counselor. For additional information, contact your school counselor.

### **School Health Services**

The School Health Services Program provides coordinated school-based nursing service for students. Services provided by school nurses require a referral and parental/guardian consent for individualized screenings (e.g., vision, hearing, dental, scoliosis). Referrals of individuals with health problems or suspected health problems are accepted from parents, school personnel, students and health care providers in the community and must be submitted to the school-based health services professional of the central health office personnel.

### **School Nutrition Program**

Well-nourished students are more likely to perform at their maximum potential and flourish socially and emotionally. Students who are physically active sleep better and are better able to handle the academic and emotional challenges that they encounter during the day. For more information visit <http://www.atlantapublicschoolsnutrition.us/>.

### **School Social Workers**

School social workers' primary role is that of a liaison/child advocate. The school social worker collaborates and consults with students, parents, school administrators, faculty, and the community in the identification of family and student concerns. Social workers use interventions and services that help children and families who are at risk of educational failure. The social worker addresses issues such as excessive absenteeism and personal and behavior problems that interfere with a students' education. For additional information, contact Drew's school social worker. For additional information contact Akil Rashid, School Social Worker.

### **Student Support Team (SST)**

The purpose of SST is to develop individual plans for each child's educational and social- emotional development, engage classroom teachers and parents in creating school-wide and individual plans, and create linkages to consortium of service providers. SST is intended to support student achievement, socialization skills, attendance, and parental involvement.

### **Section 504 Rights and Procedural Safeguards**

#### **Notice of Rights of Students and Parents Under Section 504**

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. For more information regarding Section 504, or if you have questions or need additional assistance, please contact the SST/RTI Specialist at Drew Charter School for your child's specific academy.

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

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students 34 CFR 104.33.

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

## **504 Procedural Safeguards**

### **1. Overview:**

Any student or parent or guardian ("grievant") may request an impartial hearing due to the Drew's action or inactions regarding a child's identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the SST/RTI Specialist; however, a grievant's failure to request a hearing in writing does not alleviate Drew's obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the SST/RTI Specialist. The SST/RTI Specialist will assist the grievant in completing the written Request for Hearing.

### **2. Hearing Request:**

The Request for Hearing must include the following:

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

Within 10 business days from receiving the grievant's Request for Hearing, the SST/RTI Specialist will



acknowledge the Request for Hearing in writing and schedule a time and place for a hearing. If the written Request for Hearing does not contain the necessary information noted above, the SST/RTI Specialist will inform the grievant of the specific information needed to complete the request. All timelines and processes will be stayed until the Request for Hearing contains the necessary information noted above.

3. Mediation:

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

4. Hearing Procedures:

- a. The SST/RTI Specialist will obtain an impartial review official who will conduct a hearing within 45 calendar days from the receipt of the grievant's Request for Hearing unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official.
- b. Upon a showing of good cause by the grievant or school system, the impartial review official, at his or her discretion, may grant a continuance and set a new hearing date. The request for a continuance must be in writing and copied to the other party.
- c. The grievant will have an opportunity to examine the child's educational records prior to the hearing.
- d. The grievant will have the opportunity to be represented by legal counsel at his or her own expense at the hearing. If the grievant is to be represented by legal counsel at the hearing, he or she must inform the SST/RTI Specialist of that fact in writing at least 10 calendar days prior to the hearing. Failure to notify the SST/RTI Specialist in writing of representation by legal counsel shall constitute good cause for continuance of the hearing.
- e. The grievant will have the burden of proving any claims he or she may assert. When warranted by circumstances of law, the impartial hearing officer may require the recipient to defend its position/decision regarding the claims (i.e., a recipient shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. 34C.F.R. 104.34). One or more Drew representatives, who may be an attorney, will attend the hearing to present the evidence and witnesses, respond to the grievant testimony and answer questions posed by the review official.
- f. The impartial review official shall not have the power to subpoena witnesses, and the strict rules of evidence shall not apply to hearings. The impartial review official shall have the authority to issue pre-hearing instructions, which may include requiring the parties to exchange documents and names of witnesses to be present.
- g. The impartial review official shall determine the weight to be given any evidence based on its reliability and probative value.
- h. The hearing shall be closed to the public.
- i. The issues of the hearing will be limited to those raised in the written and oral request for the hearing.
- j. Witnesses will be questioned directly by the party who calls them. Cross-examination of witnesses will be allowed. The impartial review official, at his or her discretion, may allow further examination of witnesses or ask questions of the witnesses.
- k. Testimony shall be recorded by court reporting or audio recording at the expense of the recipient. All documentation related to the hearing shall be retained by the recipient.
- l. Unless otherwise required by law, the impartial review official shall uphold the action of the school system unless the grievant can prove that a preponderance of the evidence supports his or her claim.
- m. Failure of the grievant to appear at a scheduled hearing unless prior notification of absence was provided and approved by the impartial review official or just cause is shown shall constitute a waiver of the right to a personal appearance before the impartial review official.

5. Decision:

The impartial review official shall issue a written determination within 20 calendar days of the date the hearing concluded. The determination of the impartial review official shall

not include any monetary damages or the award of any attorney's fees.

6. Review:

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

## **Academic Interventions**

### **Literacy Center and Math Lab**

Drew Charter School implements a systematic and comprehensive process toward closing the achievement gap with students who are performing below grade level in reading and/or mathematics. The labs occur during the Enrichment blocks and do not remove students from core content instruction. Tier 2 and Tier 3 academic interventions are provided through our Literacy Center and Math Lab as well as classroom response to intervention small groups. Drew Charter School uses a variety of data sources to determine which students are required to attend the Literacy Center, Math Lab, or classroom RTI. Students are progress monitored on a weekly and/or bi-weekly basis. Eligibility for this support is re-assessed regularly. An individualized intervention program and timeline of instruction are then developed for each student. Each student's progress is carefully monitored by their instructor (s), and interventions are adjusted according to the student's current needs and progress. Students requiring the most intense level of intervention as determined by data from multiple sources will receive their interventions in the lab setting. The school reserves the right to determine the appropriate intervention delivery model for students. When students consistently meet grade level norms and expectations, they may transition of Labs and RTI.

### **Gifted Education Program**

The Gifted Education Program provides differentiated instruction for intellectually advanced and creatively gifted students. According to Georgia Board Rule 160-4-2-.38, a gifted student is defined as one who demonstrates a high degree of intellectual and/or creative abilities, exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels which commensurate with his or her abilities. Gifted students receive a minimum of five segments of instruction each week from a gifted endorsed teacher. Services may be provided using several instructional models: advanced content, resource model (meeting outside of the regular classroom with gifted endorsed teacher) and/or students may be placed in cluster groups within the regular education classroom of a gifted endorsed teacher. The specific courses for a student are determined by past classroom performance, nationally normed achievement test scores, and teacher recommendations.

## **STUDENT CODE OF CONDUCT**

Trust is critical to the culture of the Drew Elementary Academy. As a school we operate from the position that students will become better decision- makers if they are provided appropriate freedom, trust, and support. There are a variety of strategies to promote good decisions including explicit behavioral and social skills through our Social Emotional Learning instruction, goal- setting and check-in, reflections, positive behavior supports/interventions, and positive reinforcement. The staff regularly highlights students for accomplishments and progress as it relates to behavior. There are also quarterly and daily recognition of students who demonstrate the attributes of a Drew Eagle.

It is also important that there are clear and consistent approaches to addressing students' decisions that harm or hinder their learning and safety of themselves or others. Whenever possible, staff will engage students in analysis and discussion to understand why their behavior is harmful or inappropriate, as well as how students can make better decisions in the future.

Through support from the counseling staff, Mindful Nest staff, and administration, students also work to repair any damage done from their behavior. This may include restorative practices and other opportunities to reflect on the impact of their actions. In addition to these practices, there is also a need for a clear and consistent system of consequences to discourage inappropriate and harmful behavior. The consequences listed in this code of conduct are general guidelines. The administration reserves the authority to implement consequences that are deemed to be most appropriate based on the severity, duration, and frequency of the behavior(s).

### **Social Emotional Learning**

Social Emotional Learning (SEL) involves processes through which children and adults develop fundamental emotional and social competencies to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, maintain and establish positive relationships, and make responsible decisions. The overall intent and purpose of the program is designed to inform how adults/students relate to each other, foster a calm and welcoming school climate, shape partnerships with family and community, and build heightened engagement, trust and collaboration.

We have embraced SEL at Drew and have put programs in place to promote a calm, safe, and highly productive learning environment. The SEL program is a school-wide initiative that is observed daily for a fifteen-minute period by all students and staff. The weekly outline of the program is listed below:

- Mindful Monday- School-wide meditation
- Tuesday through Thursday- Second Step Curriculum
- Friday- Class Meetings

Goals for implementing SEL school wide include the following:

1. To ensure that every student follows the accepted school code of conduct and shows respect for persons in authority
2. To develop in every student a positive attitude toward self-discipline and socially acceptable behavior
3. To help the school maintain a learning atmosphere which is safe, conducive to the learning process, and free from unnecessary disruption
4. To communicate to students, teachers, parents and the community that unacceptable behavior will not be tolerated

### **Social and Emotional Learning Curriculum**

Drew uses all three components (Social-Emotional Learning, Bullying Prevention, the Child Protection Unit) of the Second Step curriculum during the SEL block:

- Second Step's Social-Emotional Learning (SEL) program gives students the tools to excel in and out of the classroom. It is designed to help students develop in emotion management, situational awareness, and academic achievement.

- Second Step's Bullying Prevention Unit teaches kindergarten – grade 5 students how to recognize, report, and refuse bullying.
- Second Step's Child Protection Unit is designed to protect children and help keep them safe from abuse.

Fifth grade students will also receive sexual health education during SEL and fifth grade Science.

### **Learning Environment**

Establishing a safe and orderly learning environment requires all members of the school community, teachers, support staff, students and parents to model behaviors that show respect for each other and persons in authority. Personal responsibilities/standards of conduct for our teachers, staff, and parents are listed below:

#### *Teacher/Staff Responsibilities*

- Teachers and staff shall promote mutual respect between students and adults
- Teachers and staff shall be prepared to meet professional responsibilities associated with their respective positions
- Teachers and staff shall develop and use cooperative discipline strategies including appropriate language of learning techniques and a consistent school-wide procedure to address conflict and problem solve with students
- Teachers and staff shall promote a sense of pride and community as evidenced by a friendly and inviting atmosphere, the presence of celebratory clubs and activities and fun and festive activities
- Teachers/administrators shall contact a student's parent/guardian in cases of serious infractions of the school code of conduct

#### *Parent/Guardian Responsibilities*

- Communicate often and routinely with their child's teacher
- Participate in their child's development by attending scheduled conferences
- Keep informed about school policies and requirements of their child's academic program, including homework and projects
- Ensure the child attends school regularly and is prepared
- Participate in school workshops for home reinforcement of study skills and specific instructional objectives
- Alert the school to specific problems or difficulties that may impede the child's learning or well-being

### **Hallway Conduct**

Expectations for hallway behavior listed below:

- Speak softly and walk quietly
- Do not block the hall or stairs
- Avoid standing in groups and blocking other students from proceeding to class
- Walk to the right
- Quiet zones include the front lobby, media center, and stairwells
- Individual students in the hallway must have a pass and be respectful of hall procedures
- Keep your hands to yourself. All eyes forward
- No running

*\*Failure to adhere to expectations for appropriate behavior in the hallways will result in disciplinary action.*

### **Bullying**

Bullying is not tolerated at Drew. Our staff takes bullying seriously and will take disciplinary actions in cases where bullying is identified. Repeated incidents of student bullying will result in disciplinary actions including loss of privileges, in-school suspension, out of school suspension, etc.

- Cyberbullying/Electronic Bullying: Bullying can occur on school property or through school technology resources, but can also occur through the use of electronic communications. Whether or not that communication originated on school property with school technology resources, if the electronic communication is directed specifically at students or school personnel, maliciously

intended for the purpose threatening the safety of those specified or substantially disrupting the orderly operation of the school, creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose it is considered a form of cyberbullying.

Bullying behavior is defined as:

1. Willful attempt or threat to inflict injury on another person when accompanied by an apparent present or ability to do so
2. Intentionally exhibiting a display of force such as would give the victim reason to fear or expect any immediate bodily harm
3. Intentional written, verbal, or physical act which a reasonable person would perceive as being intended to threaten, harass, or intimidate that:
  - Causes substantial physical harm or bodily harm capable of being perceived by a person other than the victim and may include, but is not limited to, substantial injuries or pain
  - Interference with the victim's education
  - Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment
  - Has the effect of substantially disrupting the orderly operation of the school

\*NOTE: Parents/guardians of students who are victims of bullying or are found to have committed bullying behaviors will be notified via conference or letter/referral. Staff members should report instances of these behaviors to school administration immediately so that administrators may review them in a timely manner. A meeting with administration is required with the parents of the student determined to have committed bullying behaviors.

Employees, volunteers, students, and parents/guardians/other persons that have access to monitor students may anonymously report or otherwise provide information on bullying activity to a school administrator. No person who reports bullying will be retaliated against by any school employee. Students who retaliate against others for reports of bullying behavior are subject to discipline which may include additional consequences.

This information does not in any way limit or restrict the school system's ability to take additional action, including imposing disciplinary sanctions through and including permanent expulsion from the school system as a result of the student's behavior.

### **Audio or Video Recording**

Students should not use audio or visual recording devices without the permission of a school administrator. This includes, but is not limited to, using recording devices to video, photograph or record misbehaviors or to violate the privacy of others. Any violation will result in the device/recording being confiscated.

### **Behavioral Intervention Strategies**

*Behavior Contract:* The administrator, counselor or teacher, in consultation with the parent and student, will develop a behavior contract. A contract will identify specific behavioral areas of focus and provides reinforcement of using the desired behavior, as well as consequences for lack of adherence to the contract. A contract may also be devised for students identified as Chronic Disciplinary Problem students that when not followed or the number of allowable fractions is exceeded, may lead to long-term suspension or expulsion.

*Loss of Privileges:* Extracurricular activities are special privileges offered to enhance the school experience. Field trips, assemblies, dances, celebrations, and other special events may be fully or partially revoked, and the parent/guardian will be notified.

*Peer Mediation:* Mediation is conducted by the counseling staff to resolve problems and improve communication between students. Mediation may be used as an intervention with students prior to a discipline referral.

*Detention:* For students in grades 2-5, after school detention can be assigned by an administrator, and is held Wednesdays from 4pm to 5 pm. This intervention is used after in-class reflections and breaks have been implemented, as well as for Tier 3 infractions when appropriate as deemed by administration. For students in K and 1, lunch detention may be assigned.

*Restitution:* Students will be responsible for the payment and/or restoration of school or personal property that has been vandalized, damaged, lost, or stolen. This includes, but is not limited to the following examples- deliberate damage to laptop/Chromebook, destruction of another student's clothing or items, charges or fines by the Fire Department for false fire alarms, etc.

*The Mindful Nest:* A student may be temporarily removed from the classroom/Enrichment classes/lunch/recess and placed in the Mindful Nest for disciplinary reasons or for the opportunity for students to take a break from the classroom environment. Students will reflect on their actions and partake in mini-lesson and discussions related to their infraction. This may include videos, social stories, reading passages, role playing, etc. If a student violates any of the Mindful Nest rules during their assigned times, the student will receive Out of School Suspension.

*Out of School Suspension:* A short-term out of school suspension is defined as a suspension that has been assigned for less than ten consecutive school days. This may vary from one day to as many as ten days based on the infraction level and number of recurrences.

Except in the case of an emergency situation, in which the administrator has determined that there is a clear and present danger to the lives, health, or safety of student or school personnel, any suspension will be preceded by parent notification.

The administrator may also impose a long-term suspension of more than 10 days. Such a suspension may be imposed only after the student has been found to have committed a Level 4 violation of the Discipline Policy. Upon determining that a student's action warrants a possible long-term suspension, the administrator will verbally inform the student that he or she is being suspended and is being considered for a long-term suspension and state the reasons for such actions. The administrator shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification shall also be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident, or incidents, which resulted in long-term suspension and shall offer the opportunity for an immediate informal conference with an administrator. At the formal hearing, the student and/or parent(s) or guardian(s) shall have the right to present evidence and ask questions. The administrator, in consultation with the teachers and staff, is responsible for making the final decision with regard to long term suspension.

*Mandatory Transfer from Drew:* If a student is being considered for mandatory transfer from Drew Charter School, the Principal shall provide written notification to the student and his or her parent(s) or guardian(s) that the student is being considered for transfer to another school. Such notice shall also set a time and place for an informal conference with the Principal and shall inform the parents(s) or guardian(s) of their right to be accompanied by an individual of their choice. Except for those items which, under state and federal law, require immediate transfer, the Principal may not require a transfer of a student unless a prior written and verbal warning for mandatory transfer has been issued to both the student and his/her parent or guardian. In that "final warning", documentation must appear which clearly demonstrates which aspects of the Student Discipline Policy or Family/School Compact have been violated and why these violations warrant mandatory transfer if continued. If, following the informal conference, the Principal maintains that the student would receive an adequate an appropriate education in another school program, the Principal shall provide written notification to the student and his or her parent(s) that the student is being required to transfer. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of mandatory transfer at the last known address. Where possible, notification shall also be provided by telephone if the school has been

provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall include a description of the behavior and/or academic problems indicative of the need for transfer, a description of

the alternatives explored, prior action taken to resolve the problem, and an invitation for an immediate formal hearing with the Principal and Head of School. At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence. The parents, should they so choose, may present materials to the Principal or Head of Schools for consideration. The Head of School will render a formal decision within 24 hours of the hearing. Upon requiring a student to transfer from Drew Charter School, a written notice will be sent to Atlanta Public Schools.

#### **IEP and IDEA Requirements, Due Process**

1. Drew commits to staying in compliance with any federal law regarding student discipline for children with disabilities and will stay apprised of any changes in the law. Students with disabilities have the same rights and responsibilities as other students and may be disciplined for the same behavioral offenses. If a student with disabilities has an Individual Education Plan (IEP) that includes disciplinary guidelines that student will be disciplined according to those guidelines as required by the Individuals with Disabilities Act (IDEA). Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policies discussed above.
2. Any student who is receiving special education services or has been identified as a student with a disability under IDEA and whose acts are determined by the Head of School and Principal to have violated any rules, regulations or laws as alleged, shall be referred to an IEP committee. The IEP committee will be responsible for determining if the student's conduct is a manifestation of his/her disability and whether such conduct warrants a change in placement and amendments to the IEP. If the IEP committee determines that the student's conduct is not a manifestation of the student's disability, the school shall determine what, if any, disciplinary actions shall be taken with regard to offenses that the student has been found by the Head of School or Principal to have committed. The IEP committee shall also have the authority to reconsider, recommend, and implement any changes in a student's IEP or educational placement. Nothing in these rules shall alter or adversely affect the rights of students with disabilities under applicable federal and state laws.
3. A student's family may elect to appeal a decision by the Principal for long term suspension or mandatory transfer to the Head of School. The Head of School may delegate the responsibility and authority to conduct a hearing to a tribunal committee and the tribunal shall take all actions that would otherwise be taken by the Head of School. All such actions taken by the tribunal in connection with such a hearing will be binding on Drew Charter School and the student. In all events of mandatory withdrawal, the Head of School and/or school social worker will work in conjunction with the family to find the best solution.

*\*These policies and procedures may be revised during the charter term if the leadership team deems it necessary.*

## Levels of Infractions

Charles R. Drew Charter School has the highest expectations for student conduct to promote a culture of excellence, inquiry, and academic rigor. Our primary goal is to educate, not employ punitive measures as a regular practice; however, when the behavior of an individual student comes in conflict with the right of others or causes school/classroom disruptions, disciplinary action is necessary. Please note that Atlanta Public Schools Code of Conduct is utilized to determine specific disciplinary action assigned for infractions not listed in the infractions below.

**Level 1 Infractions:** Level 1 infractions are acts of misconduct which interfere with orderly school procedures, school functions, extracurricular programs, and learning processes.

SAMPLE INFRACTIONS	POTENTIAL CONSEQUENCES
<b>Sample Infractions</b> <ul style="list-style-type: none"><li>• Excessive talking</li><li>• Failure to follow classroom procedure(s)</li><li>• Refusal to participate in class or complete assigned work</li><li>• Inability to work cooperatively with others or failure to resolve interpersonal conflicts</li><li>• Distracting noises or movements</li><li>• Persistent attention-seeking behaviors</li><li>• First offensive with electronic devices</li></ul>	<b>Potential Consequences</b> <ul style="list-style-type: none"><li>• Logical consequences related to the student action (relocation to another room, a break or time out from an activity, restrictions on free time)</li><li>• Reflective consequences that require redirection and problem solving</li><li>• In-class behavioral interventions</li><li>• Restorative consequences that repair harm done or mend relationships (written apology, mediation)</li></ul> <b>Other Recommended Actions</b> <ul style="list-style-type: none"><li>• Parent phone call</li><li>• Documentation of chronic or repeated Tier 1 offenses</li></ul>



**Level 2 Infractions:** Level 2 infractions are acts of misconduct which include, but are not limited to, repeated Tier 1 infractions as well as misbehavior directed at persons or property, but which do not seriously endanger health, safety, or well-being of others. Infractions and potential consequences include but are not limited to the following:

SAMPLE INFRACTIONS (Level 2)	POTENTIAL CONSEQUENCES (Level 2)
<p><b>Sample Infractions</b></p> <ul style="list-style-type: none"> <li>• Disobedience or defiance of authority/refusing to follow directions of an adult</li> <li>• Disobedience of logical consequence from Level 1 behavior (e.g. disruption in the assigned time out classroom)</li> <li>• Repeated interference with the school's ability to provide educational opportunities to other students</li> <li>• Talking back to staff/adults</li> <li>• Throwing objects or other behavior that may become harmful</li> <li>• Repeated tardiness to class, not reporting to assigned classes</li> <li>• Mild technology infraction</li> <li>• Any repeated Level 1 offense</li> </ul>	<p><b>Potential Consequences</b></p> <ul style="list-style-type: none"> <li>• Mindful Nest, part of day or whole day, possibly multiple days</li> <li>• Removal for the remainder of the school day</li> <li>• After School Detention, Lunch Detention assigned by administration</li> <li>• Logical consequences that follow from the student's action (relocation in the classroom, time out placement, loss of privilege or activity, confiscation of property)</li> <li>• Reflective consequences that require reflection and problem solving pertinent to the infraction</li> <li>• Corrective consequences that require students to practice desired behaviors</li> <li>• Restorative consequences that repair harm done or mend relationships (written apology, mediation, etc.)</li> <li>• Lunch work or detail</li> <li>• Loss of privileges (field trips, pep rally, dances, assemblies, Field Day, etc.)</li> <li>• Loss of technology privileges</li> </ul> <p><b>Other Recommended Actions</b></p> <ul style="list-style-type: none"> <li>• Meeting to develop Intervention Plan/Behavior Contract</li> <li>• Required conference with parent/guardian</li> <li>• Counselor/Social Work referral</li> <li>• Conference with administrator</li> </ul>

**Level 3 Infractions:** Level 3 Infractions are serious acts of misconduct. These behaviors include, but are not limited to, repeated misbehaviors of a similar nature, serious disruptions of the school environment that may threaten health, safety, or property, along with other acts of serious misconduct. A child who reaches this level of infraction will be sent to an administrator.

SAMPLE INFRACTIONS (Level 3)	POTENTIAL CONSEQUENCES (Level 3)
<p><b>Sample Infractions</b></p> <ul style="list-style-type: none"> <li>• Chronically disruptive behavior (previous referrals at Level 2)</li> <li>• Repeated disruption of the learning environment</li> <li>• Repeated disobedience or defiance of authority, refusal to follow adult directions</li> <li>• Instigating/provoking fights</li> <li>• Fighting/physical aggression</li> <li>• Food fights</li> <li>• Intentionally setting off fire alarm</li> <li>• Threatening to harm another student or staff</li> <li>• Verbal/written aggression</li> <li>• Use of profanity to peers and adults</li> <li>• Student incivility</li> <li>• Leaving classrooms or building without permission</li> <li>• Theft/attempted theft/possession of stolen item</li> <li>• Inappropriate gestures/comments of a sexual nature</li> <li>• Destruction of school or private property (vandalism)</li> <li>• Class cutting/excessive tardiness</li> <li>• or not reporting to class in a timely manner</li> <li>• Bullying</li> <li>• Inappropriate technology usage (severity left to discretion of administration)</li> </ul>	<p><b>Potential Consequences</b></p> <ul style="list-style-type: none"> <li>• Out of School Suspension (1-10 days)</li> <li>• Logical consequences that follow from the student's action</li> <li>• After School detention/Lunch Detention</li> <li>• Behavior Contract with provisions that may result in recommendation for disciplinary tribunal which can lead to recommendations for long-term suspension or expulsion</li> <li>• Loss of privileges (field trips, assemblies, dances, etc.)</li> <li>• Community service hours</li> <li>• Restitution (payment of damages)</li> <li>• Required conference post consequence with school administration</li> <li>• Referral to Disciplinary Tribunal</li> </ul> <p><b>Other Recommended Actions</b></p> <ul style="list-style-type: none"> <li>• Required parental contact</li> </ul>

**Level 4 Infractions:** Level 4 infractions are the most serious acts of misconduct, as these acts of misconduct threaten the health, safety, or well-being of others. These violations are so serious they may require notice to law enforcement or outside agencies. Such acts may result in criminal penalties being imposed. At this level, the school has made every attempt to work with the student and his/her parent guardian. Either the interventions have not worked, or the severity of the infraction warrants this level of discipline. If a student is in possession of weapons, drugs, alcohol, or causes bodily harm/assaults staff or another child, the School Resource Officer will be contacted immediately. Additionally, the school will confiscate and retain possession of the illicit item. In addition, all Level 4 infractions warrant referral for a Disciplinary Tribunal Hearing.

Infractions (Level 4)	POTENTIAL CONSEQUENCES (Level 4)
<p><b>Sample Infractions</b></p> <ul style="list-style-type: none"> <li>• Possession of/carrying weapons or incendiary devices</li> <li>• Possession of a facsimile of a weapon (BB gun, Airsoft rifle, etc.)</li> <li>• Possession or use of drugs/alcohol</li> <li>• Arson</li> <li>• Bomb threats/terroristic threats</li> <li>• Repeated pulling of fire alarm</li> <li>• Assault of staff</li> <li>• Bodily harm to other students</li> <li>• Sexual harassment to other students/staff</li> <li>• Promiscuous or immoral acts</li> <li>• Severe misuse of technology or</li> <li>• Internet usage</li> <li>• Gang activity</li> </ul>	<p><b>Potential Consequences</b></p> <ul style="list-style-type: none"> <li>• Long-Term Suspension</li> <li>• Referral to School Resource Officer</li> <li>• Referral to Tribunal</li> <li>• Expulsion</li> <li>• Mandatory transfer</li> </ul>

**Chronic Disciplinary Problem Students**

A “chronic disciplinary student” is defined by law as a student who exhibits a pattern of behavioral characteristics which interfere with the learning processes of other students around him/her and are recurrent. When a student is identified as a chronic disciplinary student, the principal should inform the parent or guardian of the student’s status. This notification will be provided via first class/certified mail in conjunction with a phone call. A mandatory meeting with the parent and administration will take place, and a discipline plan/behavior contract will be devised and established.

Before any chronic disciplinary problem student is permitted to return from suspension, the parent/guardian of the student is required to attend a meeting. The principal may invite the counselor and any additional relevant staff. The principal will note the conference in the student’s permanent file.

The school system may, by petition to the juvenile court, proceed against a parent or guardian of a chronic disciplinary problem student if school system personnel believe the parent or guardian willfully and unreasonably failed to attend the conference requested by the principal.

**Investigation of Misconduct**

When a discipline violation is reported or suspected, the administrator or designee will determine whether an investigation is warranted, and, if so, will instruct appropriate personnel to conduct an investigation. The investigation should include interviews with the alleged perpetrator(s), victim(s), identified witnesses, teacher(s), staff members, and others who might have relevant information. Statements can be obtained from all individuals who are interviewed. Video surveillance, if available, will be reviewed and secured. Any other physical and documentary evidence can be collected and preserved. School counselors, school social workers, school police, and other support staff are utilized for their expertise as determined by the circumstances of the matter.

At an appropriate time during or after the investigation, the parent or guardian will be notified. The administrator or designee should also immediately inform parents/guardians when students are removed from the school setting by emergency medical or law enforcement personnel. The determination of whether or not a student has committed a disciplinary violation will be made solely based on a preponderance of the evidence. The decision to charge a student for violation of this code of conduct is made by the school administration.

**Student Questioning by School Administrators**

Administrators have the responsibility and authority to question students for the purpose of maintaining a safe and orderly school environment at any time. Though it is important to inform parents about issues of concern, parental consent is not required prior to the questioning of students. Additionally, parent requests that students not be questioned without their presence will not be considered.

**Student Interaction with Social Workers and Counselors**

School social workers and counselors must develop trusting relationships with the students they serve. There is a professional obligation to respect the privacy of their students. Parents and guardians should be aware that student conversations with social workers are confidential and not disclosed to parents. When children are at school, it is the school’s responsibility to protect and ensure their well-being.

**Student Interaction with Department of Family and Child Services (DFCS)**

DFCS officials investigating suspected child abuse are permitted to conduct reasonable interviews and inspections of children. Notice to parents is neither required nor desirable when the object of the investigation may be the parents. If the investigation involves suspected child abuse by individuals other than those residing in the child’s household, parents will be informed that such interviews are being requested.

**Student Questioning by Law Enforcement**

School Resource Officers are permitted to question students at school without prior parental approval. Law enforcement officers from other agencies investigating non-school related matters may question students without the consent of the parent/guardian. Law enforcement officers who have a detention order or warrant for arrest, or states that the situation involves pursuit of a suspect linked to a felony crime may question students without parental consent.



**Drew Charter School Family/School Compact**

301 East Lake Blvd., Atlanta, GA 30317  
470-355-1200 (phone)/ 404-373-9270 (fax)

Student's Name \_\_\_\_\_ Grade: \_\_\_\_\_

Homeroom Teacher: \_\_\_\_\_

Drew Charter School represents the cradle-to-college pipeline in the East Lake community and is an integral part of a holistic neighborhood revitalization led by the East Lake Foundation.

Our School's Mission – Drew is an exemplary, innovative education community that empowers all students to achieve their full potential.

The **staff** at Drew Charter School commit to collaborating with families in order to accomplish our mission. The staff will:

1. Provide a safe and healthy learning environment;
2. Communicate regularly about your child's progress;
3. Respond to any messages or notes that are received from parents/guardians within 48 hours;
4. Provide additional interventions and academic support (i.e., after-school tutorial, Saturday School, summer school) outside the school day to assist students in specific areas of need;
5. Interact in a professional and respectful manner with families;
6. Provide curriculum and behavioral standards for your child's grade level at the beginning of the school year;
7. Provide many kinds of volunteer opportunities that meet the needs of families as well as the school;
8. Be flexible in setting up parent-teacher conferences and hold meetings at a variety of times in order to meet our family's needs;
9. Provide opportunities to serve on parent advisory committees; and
10. Welcome input and feedback on strengths and weaknesses of the school's program. This feedback includes filling out a satisfaction survey each year.

The **parents/guardians** of students who attend Drew Charter School commit to partnering with the school staff in order to accomplish our mission and reach high student achievement. As a parent/guardian I will:

1. Make sure that my child is at school each day, is on time (in class no later than 8:00 a.m.), and will help enforce the proper uniform (and verify any discrepancies);
2. Ensure that my child is ready to learn with the proper supplies at the start of each day and is picked up on time each day;
3. Attend parent meetings/conferences and be aware of additional intervention and academic support activities and make sure that my child participates if he/she has any deficiencies;
4. Interact in a respectful and courteous manner with all school staff and review and answer messages from teachers and staff;

5. Know and reinforce all school norms and expectations and be responsible for school property and computer equipment issued to my child;
6. Report any illness or absences and any change in address, phone number or family status within seven days.

The **students** at Drew Charter School commit to partnering with the school staff and their families in order to reach high achievement. Each student agrees to work to the best of his/her ability to make the school a better place. As a student I will:

1. Come to school on time, prepared to learn, dressed in the proper uniform, and with the required materials;
2. Be respectful to all adults and fellow students in my words and actions and support my peers;
3. Help keep my school safe, clean and orderly and follow all school-wide norms and expectations;
4. Be responsible for my materials, school property and computer equipment;
5. Accept responsibility and consequences for my behavior.

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I have received this Handbook and compact and reviewed it with my child. My child and I agree to the terms of this Handbook and Compact and understand that if we do not adhere to the terms, my child's placement at Drew Charter School may be jeopardized.

**Signature Section:**

Parent or Guardian Name \_\_\_\_\_

Home Number \_\_\_\_\_ Cell Number: \_\_\_\_\_

Email: \_\_\_\_\_

Signature of Parent or Guardian \_\_\_\_\_ Date \_\_\_\_\_

Student Name \_\_\_\_\_

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_

Grade \_\_\_\_\_ Homeroom/Advisor \_\_\_\_\_

Teacher Name \_\_\_\_\_ Date \_\_\_\_\_

Signature of Teacher \_\_\_\_\_ Date \_\_\_\_\_

## **ATTACHMENT A**

### **DREW CHARTER SCHOOL**

#### **Admission and Enrollment Policy for the Cox Pre-Kindergarten Program at Drew Charter School**

The enrollment policy for the Cox Pre-Kindergarten Program at Drew Charter School reflects Drew's mission to be (1) a neighborhood school, serving as the linchpin of the neighborhood revitalization in East Lake, (2) a mixed-income school, and (3) a family school. Consistent with these principles and applicable law, starting with applications for the 2017-2018 school year, Drew Charter School will implement its enrollment policies in two phases: Years 1-4 and Year 5. "Priorities" (A-E in Years 1-4 and A-D in Year 5) will determine the order of admission for new students in the Cox Pre-Kindergarten.

**For Years 1-4 (the 2017-18 through 2020-21 school years) the priorities are as follows.**

##### Priority A:

(1) Students whose parent(s) or guardian(s) are a member of the governing board, or a full-time teacher, professional, or other employee of Drew Charter School (including Cox Pre-Kindergarten), regardless of where they reside; and then

(2) For the 2017-2018 school year only, students enrolled in a Partner Pre-School Program during the 2016-2017 school year who reside in the city of Atlanta. "Partner Pre-School Program" includes only the three-year-old classes at the East Lake Early Learning Academy; and

(3) For the 2018-2019 through 2020-2021 school years, students enrolled in the Partner Pre-School Program who reside in The Villages of East Lake, East Lake, or Kirkwood.

Priority B: Students who reside in The Villages of East Lake.

Priority C: Siblings of currently enrolled students who were enrolled in Drew Charter School or the Cox Pre-Kindergarten Program during the 2016-2017 school year *and* who were born on or before September 1, 2016.

##### Priority D:

(1) Siblings of students who enrolled at Drew Charter School during the 2017-2018 school year or later who reside in East Lake or Kirkwood; and then

(2) All other students who reside in East Lake and Kirkwood.

##### Priority E:

(1) Siblings of students who enrolled at Drew Charter School during the 2017-2018 school year or later who reside in the City of Atlanta; and then

(2) All other students who reside in the City of Atlanta.

**In Year 5 (2021-2022) the priorities will be as follows:**

Priority A:

(1) Students whose parent(s) or guardian(s) are a member of the governing board, or a full-time teacher, professional, or other employee of Drew Charter School (including the Cox Pre-Kindergarten Program), regardless of where they reside; and then

(2) Students enrolled in a Partner Pre-School Program who reside in The Villages of East Lake, East Lake, or Kirkwood. "Partner Pre-School Program" includes only the three year old classes at the East Lake Early Learning Academy.

Priority B:

Students who reside in The Villages of East Lake.

Priority C:

(1) Siblings of students currently enrolled at Drew Charter School in Pre-Kindergarten through 12<sup>th</sup> grade who reside in East Lake or Kirkwood; and then

(2) All other students who reside in East Lake and Kirkwood.

Priority D:

(1) Siblings of students currently enrolled at Drew Charter School in Pre-Kindergarten through 12<sup>th</sup> grade who reside in the City of Atlanta; and then

(2) All other students who reside in the City of Atlanta.

Drew Charter School will admit students in the order above until there are more applicants than spaces. When this occurs, a lottery will be held. For the first Priority group for which there are more applicants than spaces (for example, Priority D(2)), admission will be determined through the lottery. Drew Charter School's Board reserves the right to make other changes to its enrollment policy to reflect its mission, its charter, and applicable law.

To further its goal of socioeconomic integration, Drew Charter School will use a weighted lottery that will provide an additional weight for "economically disadvantaged" students, as defined by the Georgia Department of Education. The Drew Charter School Board will determine, on an annual basis, whether to utilize a weighted lottery, and the particular weights, with the goal of increasing the statistical likelihood that Drew Charter School will achieve its goal of serving economically disadvantaged students.



The board will examine the current Free and Reduced Lunch rates during the fall semester. Based on the current level, the board will recommend weighting for the next school year's lottery within the priority groups according to the following formula.

<b>FRL %</b>	<b>Weight Given to FRL Applicants</b>
<b>65% or more</b>	<b>No weight</b>
<b>64% - 60%</b>	<b>2:1</b>
<b>59% - 55%</b>	<b>3:1</b>
<b>54% - 50%</b>	<b>4:1</b>
<b>49% or less</b>	<b>5:1</b>

In the event that the Drew Charter School Board reasonably anticipates that it will not have sufficient lottery applicants from students who are economically disadvantaged from Priorities A, B or C in the subsequent lottery to result in a student body meeting its goals of serving economically disadvantaged students, then students who would otherwise be admitted and registered under Priority D shall be placed in the lottery by grade under Priority C (first siblings, then non-siblings) in numbers sufficient to make it statistically likely that Drew Charter School will reach its goals in connection with serving economically disadvantaged students with siblings of current Drew Charter School students sharing the sub-priority with other siblings and non-siblings sharing the sub-priority with non-siblings. This provision will only be applicable in year 5 of the charter.

A student offered admission to Cox Pre-Kindergarten Program must complete the admission process within the dates specified in the student's offer of admission. As part of this process, the students must provide satisfactory evidence of (1) the student's legal address of residency in the City of Atlanta (or evidence of the student's parent's current employment at Drew Charter School or current service on Drew's board), (2) any East Lake Early Learning Academy enrollment or sibling status that the student claims, and/or (3) any evidence of economically disadvantaged status the student claims. Upon successful completion of the admissions process, the student shall be enrolled at Drew Charter School. Failure to adhere to the requirements above shall result in termination of the offer of admission.

Drew Charter School will enroll students from the waitlist as seats become available during the school year.

### Pre-K Enrollment Priorities for Years 1-4

Year 1	Year 2	Year 3	Year 4
17-18	18-19	19-20	20-21

These priorities will apply to students entering the lottery for the 2017-2018 school year and subsequent lotteries through the 2020-2021 school year

- Priority A**
- Drew employees' and board members' children
  - All children enrolled in a Partner Pre-School Program during the 2016-2017 school year
  - Children enrolled in a Partner Pre-School Program during the 2017-2018 through 2020-2021 school years who live in The Villages of East Lake, East Lake, or Kirkwood

**Priority B**  
•The Villages of East Lake

\*Partner Pre-School Program includes only the three-year-old class at the East Lake Early Learning Academy

- Priority C**
- Siblings of currently enrolled students enrolled in Drew Pre-K through 12<sup>th</sup> grade during the 2016-2017 school year and who are born on or before September 1, 2016

- Priority D**
- Siblings of students who enroll in Drew Pre-K through 12<sup>th</sup> grade during the 2017-2018 school year or later who live in East Lake and Kirkwood
    - East Lake and Kirkwood

- Priority E**
- Siblings of students who enroll in Drew Pre-K through 12<sup>th</sup> grade during the 2017-2018 school year or later who live in the City of Atlanta
    - City of Atlanta

A weighted lottery provision will be written into the charter and used at the discretion of the Board each year

### Pre-K Enrollment Priorities for Year 5 (2021-2022)

These priorities will apply to students entering the lottery for the 2021-2022 school year

- Priority A**
- Drew employees' and board members' children
  - Children enrolled in a Partner Pre-School Program who live in The Villages of East Lake, East Lake, or Kirkwood

**Priority B**  
•The Villages of East Lake

- Priority C**
- Siblings of students enrolled in Drew Pre-K through 12<sup>th</sup> grade who live in East Lake and Kirkwood
    - East Lake and Kirkwood

- Priority D**
- Siblings of students enrolled in Drew Pre-K through 12<sup>th</sup> grade who live in the City of Atlanta
    - City of Atlanta

A weighted lottery provision will be written into the charter and used at the discretion of the Board each year

\*Partner Pre-School Program includes only the three-year-old class at the East Lake Early Learning Academy

To ensure Drew continues to serve a student body that is at least 65% economically disadvantaged, economically disadvantaged students in Priority D may be moved into Priority C if there are not enough economically disadvantaged students in The Villages, East Lake or Kirkwood

## DREW CHARTER SCHOOL

### **Admission and Enrollment Policy for Kindergarten through 12th Grade**

Drew Charter School's enrollment policy reflects its mission to be (1) a neighborhood school, serving as the linchpin of the neighborhood revitalization in East Lake, (2) a mixed-income school, and (3) a family school. Consistent with these principles, its charter agreement, and applicable law, starting with applications for the 2017-2018 school year, Drew Charter School will implement its enrollment policies in two phases: Years 1-4 and Year 5. "Priorities" (A-E in Years 1-4 and A-D in Year 5) will determine the order of admission for new students.

**For Years 1-4 (the 2017-18 through 2020-21 school years) the priorities are as follows.**

#### Priority A:

(1) Students whose parent(s) or guardian(s) are a member of the governing board, or a full-time teacher, professional, or other employee of Drew Charter School (including the Cox Pre-Kindergarten Program), regardless of where they reside; and then

(2) For the 2017-2018 school year only, students enrolled in a Partner Pre-Kindergarten Program during the 2016-2017 school year who reside in the City of Atlanta. "Partner Pre-Kindergarten Program" includes only the Pre-Kindergarten program at East Lake Sheltering Arms Early Education and Family Center and the Cox Pre-Kindergarten Program at Drew Charter School; and

(3) For the 2018-2019 through 2020-2021 school years, students enrolled in a Partner Pre-Kindergarten Program who reside in The Villages of East Lake, East Lake, or Kirkwood.

#### Priority B: Students who reside in The Villages of East Lake.

Priority C: Siblings of currently enrolled students who were enrolled in Drew Charter School or Cox Pre-Kindergarten during the 2016-2017 school year *and* who were born on or before September 1, 2016.

#### Priority D:

(1) Siblings of students who enrolled at Drew Charter School during the 2017-2018 school year or later who reside in East Lake or Kirkwood; and then

(2) All other students who reside in East Lake and Kirkwood.

#### Priority E:

(1) Siblings of students who enrolled at Drew Charter School during the 2017-2018 school year or later who reside in the City of Atlanta; and then

(2) All other students who reside in the City of Atlanta.

**In Year 5 (2021-2022) the priorities will be as follows:**

Priority A:

- (1) Students whose parent(s) or guardian(s) are a member of the governing board, or a full-time teacher, professional, or other employee of Drew Charter School, regardless of where they reside; and then
- (2) Students enrolled in a Partner Pre-Kindergarten Program who reside in The Villages of East Lake, East Lake, or Kirkwood. "Partner Pre-Kindergarten Program" includes only the Pre-Kindergarten program at East Lake Sheltering Arms Early Education and Family Center and the Cox Pre-Kindergarten Program at Drew Charter School; and then

Priority B:

Students who reside in The Villages of East Lake.

Priority C:

- (1) Siblings of students who are currently enrolled at Drew Charter School in Pre-Kindergarten through 12<sup>th</sup> grade who reside in East Lake or Kirkwood; and then
- (2) All other students who reside in East Lake and Kirkwood.

Priority D:

- (1) Siblings of students who are currently enrolled at Drew Charter School in Pre-Kindergarten through 12<sup>th</sup> grade who reside in the City of Atlanta; and then
- (2) All other students who reside in the City of Atlanta.

Drew Charter School will admit students in the order above until there are more applicants than spaces for any grade. When this occurs, a lottery will be held for that grade. For the first Priority group for which there are more applicants than spaces (for example, Priority D(2)), admission will be determined through the lottery. The Drew Charter School Board reserves the right to make other changes to its enrollment policies to reflect its mission, its charter, and applicable law.

To further its goal of socioeconomic integration, Drew Charter School will use a weighted lottery that will provide an additional weight for "economically disadvantaged" students, as defined by the Georgia Department of Education. The Drew Charter School Board will determine, on an annual basis, whether to utilize a weighted lottery, for which grades, and the particular weights, with the goal of increasing the statistical likelihood that Drew Charter School will achieve its goal of serving economically disadvantaged students at all grade levels.

The board will examine the current Free and Reduced Lunch rates at each grade level during the fall semester. Based on the current level, the board will recommend weighting for the next school year's lottery at each grade level and within the priority groups according to the following formula.

<b>FRL %</b>	<b>Weight Given to FRL Applicants</b>
<b>65% or more</b>	<b>No weight</b>
<b>64% - 60%</b>	<b>2:1</b>
<b>59% - 55%</b>	<b>3:1</b>
<b>54% - 50%</b>	<b>4:1</b>
<b>49% or less</b>	<b>5:1</b>

A student enrolled in Drew Charter school at the end of the academic school year shall automatically be enrolled in the school for the following academic school year provided that (i) the student continues to reside in the City of Atlanta (or the student's parent continues to be a teacher, staff member or board member of Drew Charter School) and (ii) the student has reenrolled by the date established annually by the Principal.

In the event that the Drew Charter School Board reasonably anticipates that it will not have sufficient lottery applicants from students who are economically disadvantaged from Priorities A, B or C in the subsequent lottery to result in a student body meeting its goals of serving economically disadvantaged students, then students who would otherwise be admitted and registered under Priority D shall be placed in the lottery by grade under Priority C (first siblings, then non-siblings) in numbers sufficient to make it statistically likely that Drew Charter School will reach its goals in connection with serving economically disadvantaged students with siblings of current Drew Charter School students sharing the sub-priority with other siblings and non-siblings sharing the sub-priority with non-siblings. This provision will only be applicable in year 5 of the charter.

A student offered admission to Drew Charter School must complete the admission process within the dates specified in the student's offer of admission. As part of this process, the students must provide satisfactory evidence of (1) the student's legal address of residency in the City of Atlanta (or evidence of the student's parent's current employment at Drew Charter School or current service on the Drew Charter School Board), (2) any Pre-Kindergarten Partner enrollment or sibling status that the student claims, and (3) any evidence of economically disadvantaged status the student claims. Upon successful completion of the admissions process, the student shall be enrolled at Drew Charter School. Failure to adhere to the requirements above shall result in termination of the offer of admission.

Drew Charter School will enroll students from the waitlist as seats become available during the school year in order to ensure enrollment levels are maintained according to the school's charter.



### Kindergarten – 12<sup>th</sup> Grade Enrollment Priorities for Years 1-4

Year 1	Year 2	Year 3	Year 4
17-18	18-19	19-20	20-21

These priorities will apply to students entering the lottery for the 2017-2018 school year and subsequent lotteries through the 2020-2021 school year

- Priority A**
- Drew employees' and board members' children
  - All children enrolled in a Partner Pre-K program during the 2016-2017 school year
  - Children enrolled in a Partner Pre-K program during the 2017-2018 through 2020-2021 school years who live in The Villages of East Lake, East Lake, or Kirkwood

**Priority B**  
•The Villages of East Lake

- Priority C**
- Siblings of currently enrolled students enrolled in Drew Pre-K through 12<sup>th</sup> grade during the 2016-2017 school year and who are born on or before September 1, 2016

- Priority D**
- Siblings of students who enroll in Drew Pre-K through 12<sup>th</sup> grade during the 2017-2018 school year or later who live in East Lake and Kirkwood
    - East Lake and Kirkwood

- Priority E**
- Siblings of students who enroll in Drew Pre-K through 12<sup>th</sup> grade during the 2017-2018 school year or later who live in the City of Atlanta
    - City of Atlanta

\*Partner Pre-K Programs: East Lake Sheltering Arms Early Education and Family Center and Cox Pre-K at Drew Charter School

A weighted lottery provision will be written into the charter and used at the discretion of the Board each year

### Kindergarten – 12<sup>th</sup> Grade Enrollment Priorities for Year 5 (2021-2022)

These priorities will apply to students entering the lottery for the 2021-2022 school year

- Priority A**
- Drew employees' and board members' children
  - Children enrolled in a Partner Pre-K program who live in The Villages of East Lake, East Lake, or Kirkwood

**Priority B**  
•The Villages of East Lake

- Priority C**
- Siblings of students enrolled in Drew Pre-K through 12<sup>th</sup> grade who live in East Lake and Kirkwood
    - East Lake and Kirkwood

- Priority D**
- Siblings of students enrolled in Drew Pre-K through 12<sup>th</sup> grade who live in the City of Atlanta
    - City of Atlanta

A weighted lottery provision will be written into the charter and used at the discretion of the Board each year

\*Partner Pre-K Programs: East Lake Sheltering Arms Early Education and Family Center and Cox Pre-K at Drew Charter School

To ensure Drew continues to serve a student body that is at least 65% economically disadvantaged, economically disadvantaged students in Priority D may be moved into Priority C if there are not enough economically disadvantaged students in The Villages, East Lake or Kirkwood

