



2019 – 2020 Junior Academy Parent/Student Handbook



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 that reads "Peter McKnight". The signature is fluid and cursive, with a long, sweeping underline that extends to the right.

Peter McKnight

Head of School

2019 -2020 Faculty Staff Roster

Administrative & Leadership Teams:

Peter McKnight, Head Of School
Charisse Richardson, Director of Strategy
Monishae O'Neill, EA Principal
Gregory Leaphart, JA Principal
Kendrick L. Myers, SA Principal
Dr. Keisha Hancock, K-12 Dean of Academics
Joi Thrash, PreK-2 Dean of Students
Bethany Paquette, 3-5 Dean of Students
Terrilyn Ali-Ferguson, JA Dean of Students
Tameka Allen, SA Dean of Students
Tanya Shannon, Director of Talent (DOT)
Lindsey James Luczynski, Director of Strategic Partnership
Rachel Kaney Weaver, Director of College and Career Readiness
Okorie Johnson, Director of Culture and Equity

Front Office and Business Office Personnel

Curtis Augustin, Director of Technology
Eric Washington, Technology Specialist
Sydney Buchanan, Technology Specialist
Matthew Berenson, Controller
Cenobia Hilton, Accounts Payable
Constance Nunnally, Payroll Analyst
Douglas Bryant, Finance Business Manager
Sherrecia Jones, HR Analyst
Theresa Cartwright, School Operations Manager
Sri Nagendran, Building Engineer
Kyna Mills, JA/SA Registrar
Aysia Livingston, SA Admin. Assistant
Janita Terry, JA Admin. Assistant
Teresa Crooks, Yates Campus Receptionist
India Jordan, Upper Campus Secretary

DREW Elementary Campus, 301 East Lake Boulevard, Atlanta, Georgia 30317, (404) 687-0001

DREW Yates Campus, 300 East Lake Boulevard, Atlanta, Georgia 30317, (470) 355-1200

Support Personnel

Akil Rashid, Social Worker
Sherri Hudson, JA Counselor
Stephanie Cook, JA CCR Counselor
Jamal Davis – JA/SA ISS
Makeba Williams, Cafeteria Monitor
Sammy Martin, Cafeteria Monitor
Warnetta Brewton, 6th-8th Non-Instructional Aide/Bus Driver
Tonya Ricks, JA/SA Media Specialist

Sixth Grade

Shakirah Shabazz, AIS Lead, English Language Arts Support Teacher
Alesha Asijie, Mathematics Teacher
Toni Johnson, English Language Arts Teacher
Ishara Hall & Courtney Wade, Social Studies Teacher
Mae Pagett, Science Teacher
Laquise Glass, Mathematics Support Teacher

Seventh Grade

Candice Price, AIS Lead, Science Teacher
Dominique Bullock, Mathematics Teacher
Leslie Lewis, Social Studies Teacher
Ishalah Sneed, English Language Arts Teacher
Lauren Allen, Mathematics Support Teacher
Nanette King, Spanish Teacher
Andrea Scott, English Language Arts Support Teacher

Eighth Grade

Avery Roberson, AIS Lead, Accelerated Math Teacher
Kenya Prentice, English Language Arts Teacher
Shauna Hill, Social Studies Teacher
Yondrese Raines, Science Teacher
Linden Johnson, Mathematics Teacher
Nanette King, Spanish Teacher

Department of Special Education & Student Support Services

Miz Holmes-Ferguson, JA/SA Special Education Lead Teacher

Juliet Karanja-Pinder, SST/RTI Interventionist

Marchella Favors-Bell, Special Education Teacher

Jayson Smith, Paraprofessional/Special Education

Loretha Ray, Special Education Teacher

Austin Turner, Special Education Teacher

Nashid Muhammad, Special Education Teacher

Aura Reid, Special Education Teacher

Enrichment/Pathway Program

Angela Hairston, JA/SA Harp Teacher

Aubrey Williams, JA/SA Drama Teacher

Joel Derringer, JA/SA Chorus Teacher

Jeff Dunovant, JA/SA Golf Teacher

Justin Taylor, JA Engineering Teacher

Nina Pryor, JA/SA Band Teacher

Tayler Murray, JA/SA PE/Health Teacher

Jeancarlo Gonzalez Cruz, JA/SA Orchestra Teacher

Lisa Whittington, JA/SA Visual Art Teacher

Kimberly Vaughn, JA/SA Dance Teacher

Tracy Henderson-Edwards, Athletic Director

William Harris, JA/SA PE/Health Teacher

Yvette Negron, JA/SA Spanish Teacher

David Stephens, JA/SA Computer Science

Sterling Slaughter, JA Social Justice/Bikology



DREW CHARTER JUNIOR ACADEMY CALENDAR OF IMPORTANT DATES

Semester 1

<p>JULY</p> <ul style="list-style-type: none">➤ <i>July 29 Meet and Greet (Open House)</i>➤ <i>July 31 First Day of School</i>
<p>AUGUST</p> <ul style="list-style-type: none">➤ <i>August 30 Half-Day Parent Conference</i>
<p>SEPTEMBER</p> <ul style="list-style-type: none">➤ <i>September 2 Labor Day: NO SCHOOL</i>➤ <i>September 12 Picture Day</i>
<p>OCTOBER</p> <ul style="list-style-type: none">➤ <i>October 10 -11 Teacher Planning Days</i>➤ <i>October 10 - 14 Fall Break</i>
<p>NOVEMBER</p> <ul style="list-style-type: none">➤ <i>November 1 Half-Day Parent Conference Day</i>➤ <i>November 25 - 29 Thanksgiving Break</i>
<p>DECEMBER</p> <ul style="list-style-type: none">➤ <i>December 20 End of Semester 1</i>➤ <i>December 23-31 Winter Break</i>

Semester 2

JANUARY

- *January 1-3 Winter Break cont.*
- *January 3 Teacher Planning Days (No School for Students)*
- *January 6 First day of 2nd semester*
- *January 20 MLK Day/Service Day*

FEBRUARY

- *February 7 Half-Day Parent Conference Day*
- *February 17 Teacher Planning Day (No School for Students)*
- *February 14 - 17 Winter Break (or Inclement Weather Make Up Days)*
- *TBD Helen Ruffin Reading Bowl*

MARCH

- *March 11th End of 3rd Quarter*

APRIL

- *April 6 - 10 Spring Break*

MAY

- *May 1 Half-Day Parent Conference Day*
- *May 4 -8 Teachers' Appreciation Week*
- *May 21 Last Day of School*

Contents

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)	12
SCHOOL HISTORY	15
PURPOSE	15
VISION	15
MISSION	15
PHILOSOPHY	15
DREW CORE VALUES	15
EDUCATIONAL APPROACH	16
WHAT IS A CHARTER SCHOOL?	16
ENROLLMENT & ADMISSIONS	16
SCHOOL OPERATIONS	24
School Hours	24
School Telephone and Student Cell Phone Use	24
School Visitors	25
Emergency Procedures	26
School Closing	26
School Nurse	27
Medication	27
Sick Call	27
Lawful Absences and Tardies	30
Unlawful Absences	30
Unexcused Tardy	30
Definition of being "In Attendance"	30
Early Dismissals/Late Arrival	31
Early Drop Off	31
Late Pick Up	32
Progressive Discipline /Consequences/ Corrective Action Requirements	32
<i>Absences</i>	32
<i>Tardiness</i>	33
<i>Make-up Work</i>	33
<i>Absence Documentation Requirement</i>	34
STUDENT CODE OF CONDUCT	34
Examples of Norms Infractions	36

Respectful Communication	36
Respect Others and Their Property	36
Dress Code/Uniform Policy	37
Out-of-School Suspension (OSS)	38
In-School Suspension (ISS)	39
Location of Violations	39
Investigation of Misconduct	39
Student Questioning by Officials	40
PROGRESSIVE DISCIPLINE	40
ACADEMIC PROGRAM	65
Philosophy	65
Science, Technology, Engineering, Arts and Mathematics (STEAM)	65
Project-Based Learning	65
Daily Schedule	66
Student Assessment	66
School Wide Learning Outcomes	67
Grading Scale	67
Promotion Requirements	67
Deficiency Notice Procedures	68
What is Community Service?	68
What types of activities constitute Community Service Learning?	68
What types of activities MEET the criteria of Community Service Learning?	68
Benefits	69
Student Behavior and Dress	69
Student Technology Handbook	72

FAMILY EDUCATIONAL 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 Drew 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 Drew 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 regarding the request for amendment.

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

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the 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 Drew with respect to the use and maintenance of education records and with whom Drew 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 an 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, Washington, 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 postsecondary institutions; scholarship-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 including, but not limited to, walking to class and attending classroom or participating in school activities. 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 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 Assistant Principal, no later than September 2, 2019, or within 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 others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or 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 screenings, 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 or 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 ED. 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.

PARENTS' RIGHT TO KNOW

In compliance with the requirements of the *Every Student Succeeds Act* statute, Drew Charter School 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 or 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 qualification, please contact the principal.

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).

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 status, military status, veteran status, marital status, sexual orientation, gender identity or expression, genetic information, ancestry, or any legally protected status in any of Drew's education programs, activities, or practices. The board further recognizes its responsibility in accordance with applicable laws (Title VI of the Civil Rights Act of 1964, Title IX of the Education 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. See Policy JAA. Additionally, sexual harassment is a form of sex discrimination prohibited by Title IX. Drew Charter School 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, center or any school event.

A student may make a direct report to the academy principal or Dean of Students. 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 (except in extenuating circumstances) are confidential to the fullest extent possible. Confidentiality also applies to the investigative process of all investigations conducted by the school administration. 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 or Dean of Students.

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.

TRANSGENDER STUDENTS: Drew Charter School'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.

Elementary Academy (Grades PK-5) <i>Lower Campus</i> 301 Eva Davis Way, SE Atlanta, GA 30317 Main Office: 404-687-0001 Fax: (404) 687-0480	Junior and Senior Academies (Grades 6-12) <i>Yates Upper Campus</i> 300 Eva Davis Way, SE Atlanta, GA 30317 Main Office: 470-355-1200 Fax: (404) 373-9207
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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 after 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 in 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 students 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 a hallmark of Drew Charter School.

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 Elementary Academy serves students in grades Pre-K-5; the Junior Academy serves students in grades 6-8 and the Senior Academy serves students in grades 9-12.

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

Drew's mission of high academic achievement is supported by an extended day (8 a.m. – 4 p.m.) and school year. Many students take advantage of the school's before and after school programs – one of the most comprehensive in the city – including the Drew After School Program, athletic teams, and extracurricular clubs.

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 Charlie Yates public golf course and the Villages of East Lake apartment home community. The East Lake Community Foundation provides funding for golf professionals, who work with our students on a daily basis during their physical education classes and in the after school First Tee® of East Lake Program.

WHAT IS A CHARTER SCHOOL?

Charter schools are public schools of choice that have greater flexibility in implementing different 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 by both the State and Atlanta Boards of Education.

ENROLLMENT & ADMISSIONS

The Charter School shall enroll any City of Atlanta student (including students with disabilities and ESOL students) who submits a timely application, unless the number of applications exceeds the capacity of a program, class grade level or building. In such case, all such applicants shall have an equal chance of admission through a random selection process; provided, however, that the Charter School shall give enrollment preference to such students who reside in the East Lake community, as described above.

The attendance zone priorities are as follows:

Priority A:

1. Students whose parent(s) or guardian(s) are a member of Drew's governing board, or a full-time teacher, professional, or other employee of Drew, regardless of where they reside; then
2. For the 2018-2019 through 2020-2021 school years, students enrolled in a Partner Pre-K Program who reside in the Villages of East Lake, East Lake, or Kirkwood.

Priority B:

1. Students who reside in the Villages of East Lake.

Priority C:

1. Siblings of students who were enrolled in Drew 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 during the 2017-2018 school year or later who reside in East Lake or Kirkwood; then
2. All other students who reside in East Lake or Kirkwood.

Priority E:

1. Siblings of students who enrolled at Drew during the 2017-2018 school year or later who reside in the City of Atlanta; then
2. All other students who reside in the City of Atlanta.

The Attendance Zone above attendance zone priorities are collectively referred to as the "Attendance Zones". Within each category above, if the number of registered students exceeds the available space, then the school shall hold a lottery to determine which students shall be enrolled in the school. Drew will also use a weighted lottery to provide an increased chance of admission to students who are economically disadvantaged, in accordance with the Charter Schools Act, State Board rule, and Drew's charter agreement.

The school shall maintain a written waiting list of registered students who were not enrolled in the school due to lack of space. The school may accept new applications for the waiting list outside of the enrollment period. The school shall follow the same preferences stated above for placing on the waiting list those applications received outside of the enrollment period. Openings created during the school year shall be filled from the waiting list.

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 (1) 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 (2) the student has submitted the Intent to Return form and required documentation to the school by the date established annually by the Principal for the return of these forms and paperwork.

A student offered admission to Drew Charter School must complete the admission process within the dates specified in the student's offer of admission, including providing satisfactory evidence of 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) and any statutory preference that

the student is claiming in connection with his or her admission. Upon successful completion of the admissions process, the student shall be enrolled at Drew Charter School. Failure to complete the admissions process, including providing satisfactory evidence of the student's legal address of residency (or evidence of the student's parent's employment at Drew Charter School or service on the Drew Charter School board) or statutory preference, by the date specified in the student's offer of admission shall be deemed as a rejection, and Drew shall fill the vacant spot from the waiting list. By a date to be set by mutual agreement, Drew Charter School shall provide to APS a written list of enrolled students by the following year.

Drew Charter School shall comply with the law and its charter agreement in the implementation of its Admissions and Enrollment Policy for Kindergarten through 12th Grade.

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.

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 and a new general affidavit of residency 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 or Registrar's 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 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.

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 parent who enrolled the child in school may give certified written permission to the school to allow a non-custodial parent to complete withdrawal procedures. A minor who is not emancipated may not drop out of school without the written permission of his/her parent/guardian. Prior to accepting such permission, the school shall schedule a conference

with the student and parent/guardian to discuss the educational options available to the student and the consequences of not earning a high school diploma.

Eighteen-year-old students and 16 and 17 year old emancipated minor students may withdraw themselves from school. An attempt will be made to notify the parents/guardians if the students reside with them.

Drew Charter School may withdraw a student without parent/guardian permission as required and permitted by the Georgia State Board of Education Rules.

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 at Drew Charter School 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 Assistance 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 a 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 a primary nighttime residence that is not designed 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 school to be feasible and in the student's best interest; attend school and participate in school programs with children who are not homeless; and receive all the school services available to other students including transportation services, special educational services where applicable, and meals through the school meals programs.

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

Home Schooling Attendance Reporting

Parents and guardians wishing to establish or continue utilizing the home school program must complete and submit a 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 and 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). Students must be enrolled at Drew Charter School in order to receive HHB instruction. For additional information, contact the SST/RTI Specialist at Drew.

School Counselors

The school counselor provides a safe, nurturing environment to foster a trusting relationship with students. Parental permission is not required for students to see the counselor 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, the school counselor works 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. Middle and high school counselors also help with student advisement and focusing on career pathways. 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 services 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 or the central health office personnel.

School Nutrition Program

Well-nourished students have higher test scores, increased school attendance, improved concentration, and improved classroom behavior. Students who are physically fit sleep better and are better able to handle the physical 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 at risk of educational failure. The social worker addresses issues such as excessive absenteeism and personal and behavior problems that interfere with a student's education. For additional information, Drew's Social Worker is Mr. Akil Rashid (akil.rashid@drewcharterschool.org).

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 Special Education Lead Teacher (SELT) at Drew Charter School.

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

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33.
2. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.
3. Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to his or her needs. 34 CFR 104.34.
4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.

5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.
6. You have the right to not consent to the school system's request to evaluate your child. 34 CFR 104.35.
7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35.
8. You have the right to ensure that the school system will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social or cultural background, medical records, and parental recommendations. 34 CFR 104.35.
9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.
10. If your child is eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35.
11. You have the right to notice prior to any actions by the school system regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.
12. You have the right to examine your child's educational records. 34 CFR 104.36.
13. You have the right to an impartial hearing with respect to the school system's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36.
14. You have the right to receive a copy of this notice and a copy of the school system's impartial hearing procedure upon request. 34 CFR 104.36.
15. If you disagree with the decision of the impartial hearing officer (board members and other school employees are not considered impartial hearing officers), you have a right to a review of that decision according to the school system's impartial hearing procedure. 34 CFR 104.36.
16. You have the right to, at any time, file a complaint with the United States Department of Education's Office for Civil Rights.

504 Procedural Safeguards

1. Overview:

Any student, parent, or guardian ("grievant") may request an impartial hearing due to Drew's actions 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 Special Education Lead Teacher (SELT); however, a grievant 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 Special Education Lead Teacher (SELT). The Special Education Lead Teacher (SELT) 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 the hearing.
- e. The requested reasons for review.
- f. The proposed remedy sought by the grievant.
- g. The name and contact information of the grievant.

Within 10 business days from receiving the grievant's Request for Hearing, the Special Education Lead Teacher will acknowledge the Request for Hearing in writing, schedule a time, and place for a hearing. If the written Request for Hearing does not contain the necessary information noted above, the Special Education Lead Teacher will inform the grievant of the specific information needed to complete the request. All timelines and processes will be saved 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. Special Education Lead Teacher will obtain an impartial review official who will conduct a hearing within 45 calendar days from the receipt of the grievant's Request for Hearing unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official.
- b. Upon a showing of good cause by the grievant or school system, the impartial review official, at his or her discretion, may grant a continuance and set a new hearing date. The request for a continuance must be in writing and copied to the other party.
- c. The grievant will have an opportunity to examine the child's educational records prior to the hearing.
- d. The grievant will have the opportunity to be represented by legal counsel at his or her own expense at the hearing and participate, speak, examine witnesses, and present information at the hearing. If the grievant is to be represented by legal counsel at the hearing, he or she must inform the Special Education Lead Teacher of that fact in writing at least 10 calendar days prior to the hearing. Failure to notify the Special Education Lead Teacher in writing of representation by legal counsel shall constitute good cause for continuance of the hearing.
- e. The grievant will have the burden of proving any claims he or she may assert. When warranted by circumstances or law, the impartial hearing officer may require the recipient to defend its position/decision regarding the claims (i.e., a recipient shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. (34 C.F.R. §104.34). One or more 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 or oral request for the hearing.
- j.** Witnesses will be questioned directly by the party who calls them. Cross-examination of witnesses will be allowed. The impartial review official, at his or her discretion, may allow further examination of witnesses or ask questions of the witnesses.
- k.** Testimony shall be recorded by court reporting or audio recording at the expense of the recipient. All documentation related to the hearing shall be retained by the recipient.
- l.** Unless otherwise required by law, the impartial review official shall uphold the action of school system unless the grievant can prove that a preponderance of the evidence supports his or her claim.
- m.** Failure of the grievant to appear at a scheduled hearing unless prior notification of absence was provided and approved by the impartial review official or just cause is shown shall constitute a waiver of the right to a personal appearance before the impartial review official.

5. Decision:

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

6. Review:

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

SCHOOL OPERATIONS

School Hours

The Drew Charter School Yates Campus building is open between 6:45 a.m. and 4:30 p.m., with the exception of extracurricular activities, office hours, and athletics. The main office is open between 7:30 a.m. and 4:30 p.m. during the school year. The school office staff can be reached at the Main Office: (470) 355-1200.

School Telephone and Student Cell Phone Use

Students will only be allowed to use the school telephone for emergencies and only with staff permission and supervision. Delivering messages to students in class is disruptive and time consuming. Therefore, we ask parents/guardians to use other means of communicating with their students, whenever possible. Junior Academy students are allowed to bring their cell phones to school, however, we ask students to keep ALL electronic devices in their lockers during the school day, we also ask parents/guardians not to call or receive phone calls from their students' cell phones during the school day and remind students to keep phones in their lockers. In the event that a student needs to call their parent/guardian, they will be provided

with the opportunity to use a school phone. Phones can and will be confiscated as deemed appropriate. Parents may be required to pick up cell phone devices.

School 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:
 - Completing the Volunteer Release Form
 - 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 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 and parents are not allowed to attend field trips 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:
 - Completing the above steps for Level II Clearance
 - 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.

Emergency Procedures

Charles R. Drew Charter School has developed comprehensive safety plans that will be practiced throughout the school year. Students 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.

School Closing

In the event of inclement weather, the Charles R. Drew Charter School will follow The Atlanta Public Schools' inclement weather decision. In case of inclement weather, please tune in to all local television channels for school closings, delays, or early dismissals.

Field Trips

Parents will receive notices of field trips in advance of the scheduled trip and will be asked to sign a field trip permission form. Sometimes a small contribution may be requested to help defray transportation or facility costs. 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.

Field trips are a privilege. A student can be excluded from participation in field trips as a consequence of inappropriate behavior on the school grounds or based on inappropriate behavior displayed on field trip. 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 student's privilege of participating in future field trips and/or other school activities. Parents are required to use MyPayments Plus for field trip fees

Individuals or organizations often offer the opportunity for students to travel during weekends or school breaks, or even during times when school is in session. Unless these opportunities are approved by Drew Charter School, matters of interest or concern must be addressed to the individuals or representatives sponsoring these trips.

Clubs, Organizations & 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 the rules established by their school. 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 the band, choir, and drill 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.

Student Health Services

School Nurse/LPN

A nurse or LPN is on duty each day. The nurse or LPN 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
- 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 should not bring medicine with them to school and administer it to themselves.

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 or emergency contact numbers 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 principal 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 office/clinic and dispensed by the principal or his/her designee.

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

Cafeteria and Food Procedures

Breakfast and lunch will be available to all students daily. We encourage parents who provide their child's lunch to use these guidelines as they plan menus.

- Send students to school with lunch
- Pack lunches that can be stored in a locker or with the student
- Avoid sending carbonated beverages, candies, and large serving size of drinks, chips, food, etc.

In the event that a parent/guardian must bring a lunch to the school, please follow these guidelines:

- Pack and label lunch in a closed container (sack or lunchbox/bag)
- Bring lunch only for students for which you are a contact
- Sign in at front desk
- Place labeled lunch in cubby in lunch room

Please note that any lunches that arrive after the designated lunch period will remain in the cubby in the lunch room until the end of the school day. Parents/Guardians and students are asked not to sell food before, during, or after the school day without permission from administration.

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 hours)
2. Upon receipt of a conference request, staff members will attempt to schedule conferences within 48 hours. 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 faculty member.
3. Please always check in at the front office and refrain from going directly to classrooms or offices before the main office has contacted the staff member.

Parent-Teacher Conferences

Parents are encouraged to contact the school to arrange a parent-teacher conference when the parent would like more information about their child's performance at school. Teachers are not available for parent-teacher conferences during instructional time.

Parent – Teacher Conference Parents are encouraged to utilize the scheduled teacher conference day to address student issues. Each school has a scheduled conference day and the teachers remain at the school to talk with parents and guardians. Please contact your child’s teacher to schedule a student or classroom observation. If you have questions or concerns resulting from an observation, please schedule a conference with the teacher or other appropriate school personnel. If you submit a concern, complaint or issue, please allow time for the principal and/or teacher to investigate your concern before giving you a reply.

Locker Usage Procedures

Students are strongly recommended to purchase access to a locker. Any student in the Junior Academy who wishes to have access to a locker is required to pay a \$5.00 locker usage assessment. This assessment will go towards locker maintenance.

1. Student lockers are the property of the school and remain at all times under the control of the school.
2. The school retains the right to inspect student lockers for any reason, at any time, without notice, without student or parent consent, and without a search warrant.
3. Students are responsible for all items found in the lockers as well as being financially liable for any damage occurring to the locker. (As a reminder, aerosol containers can be subject to explosion and should not be stored in lockers.)
4. Students should NOT share their combination with any other student.
5. Students are not allowed to decorate their lockers with permanent materials including, but not limited to stickers, paint and markers.

Lost and Found

Each school has a “Lost & Found” area where lost items are turned in and may be claimed. Items that are not claimed by the end of each semester will be donated to charity. Items of clothing that may be removed, such as coats and sweaters, should be labeled with the student’s name.

Student Attendance Guidelines

Student attendance is critical for academic success. To avoid credit loss and to promote good attendance, there must be intense and sustained efforts by the student, parents/guardians, and school staff working

together. Not only should students attend school on a daily basis, but they should also report on time and stay in school for the entire day.

Lawful Absences and Tardies

Excusable absences permitted by Georgia Board of Education attendance rules:

- Illness
- Educational opportunity
- Quarantine
- Suspension
- Death in family
- Expulsion
- Medical (or dental) appointments
- Register to vote or vote in public
- Court proceedings (one-day limit) elections
- Religious proceedings
- Serve as a page in the Georgia General Assembly

Unlawful Absences

Unlawful (unexcused) absences are the students' willful absences from school without the knowledge of parents (guardians), or the students' absences from school without justifiable causes with the knowledge of parents (guardians). Unlawful absence and truancy may lead to legal action to include court proceedings involving parents/guardians and/or students, if the student is less than sixteen (16) years of age. Georgia statutes (O.C.G.A. 20-2-690.1) require school attendance until the age of sixteen (16).

Unexcused Tardy

Student arrival to first period at any time after 8:00 am will result in a recording of a tardy. It is suggested that students arrive at school by 7:45 am to ensure prompt arrival to first period class.

Definition of Being "In Attendance"

To be considered "in attendance" a student must attend two or more class periods except when participating in school sponsored activities. Such activities include, but may not be limited to, field trips, student conventions, music festivals or concerts or similar activities approved by the school. Students must be in attendance at school in order to participate in extracurricular events, including athletics, scheduled on the same day.

Please note that students are encouraged to come to school even if they cannot meet the criteria for being "in attendance" described above.

Early Dismissals/Late Arrival

Although early dismissals are sometimes necessary, it is strongly recommended that parents/guardians not allow students to leave school early unless it is an absolute necessity. Classes are 90 minutes long and even one missed class can put a student significantly behind. To ensure minimal distractions with dismissal, in the event of an early dismissal, please pick students up **before 3:15 p.m.**

NO STUDENT IS TO LEAVE CAMPUS WITHOUT FIRST CHECKING OUT THROUGH THE MAIN OFFICE, AND HE/SHE WILL NOT BE ALLOWED TO LEAVE SCHOOL UNLESS A PARENT, GUARDIAN, OR PERSON ON EARLY DISMISSAL VERIFICATION FORM IS PHYSICALLY PRESENT IN THE SCHOOL'S OFFICE AND PRESENTS A VALID PICTURE ID.

- **Checking-Out:** Checking-out will only be approved after an office visit by a parent who must speak with the main office secretary or an administrator on the day of the check-out. Each check-out will require a parent to come to the check-out office before the student will be released from class. Any student who leaves campus without adhering to this policy will receive an ISS assignment for each offense. Parents may be called to approve/verify the check-out. Otherwise, students will not be released.
- **Checking-In:** Students must always check-in through the main school office when arriving to school any time during the day after 8:05 a.m.

A parent must accompany the student after the fifth check-in. The student will wait in ISS until a parent can be present.

Early Dismissal Procedures

1. Every student is welcome to attend as many classes as possible during the day when they know an absence will occur, even though the attendance policy states students must be present at least a half day in order to be marked present.
2. Every student must have an Early Dismissal Verification Form on file with the main office in order for anyone but the student's legal guardian to be able to sign him or her out.
3. If not listed on the Early Dismissal Verification Form, the guardian's name must appear on the official record for the student.
4. If the student is being picked up from school, the parent/guardian or someone listed on the student's Early Dismissal Verification Form must come in sign student out from school in the main office and present a government issued photo ID.

Early Drop Off

As a service to families, the school will provide supervision of students in the morning from 6:45 to 7:45 in the cafeteria. Prior to 7:45 all JA students should enter the building through the cafeteria entrance. Students are expected to remain in the cafeteria until dismissal at 7:45. On the dates of tutorials, students will report directly to tutorial.

Late Pick Up

The school day ends at 4:00 pm and students are expected to be picked up by 4:15 daily. For their safety and protection, all students need to be picked up immediately following the school day or any extracurricular activity. Students remaining on campus after 4:15 p.m., who are not a part of a school-sponsored activity will be asked to wait in the cafeteria with adult supervision until 5:15, at which point they will be relocated to the wooden steps in the main lobby. For students who remain at school beyond 4:45, families will be charged a \$10 fee per occurrence. If any student is on campus after 5:00 p.m., an additional fee of \$20 will be assessed. (Copies of full policy will be located at front desk).

Progressive Discipline /Consequences/ Corrective Action Requirements

Absences

When a child is absent, parents, guardians, or other persons who have control of a child enrolled in Drew should report reasons for absences. Georgia law requires that after any student accrues five (5) days of unexcused absences in a given school year, the parent, guardian, or other person who has control or charge of that child shall be in violation of 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 of not less than \$25.00 and not greater than \$100.00, or imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day’s absence from school in violation of this part after the child’s school 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.”

- I. After two (2) unexcused absences the teacher will contact the grade-level counselor and the parent by phone or email and document this contact in the Infinite Campus Contact Log.
- II. After three (3) unexcused absences, the teacher should contact the Dean of Students. The Dean will contact the parent by letter to determine if there are factors causing the truancy and intervene to support the parent if necessary. The Dean will create an attendance file for the student.
- III. At four (4) unexcused absences, the Dean of Students will submit a referral to the school social worker. A mandatory meeting will be held with the teacher, counselor, school social worker and school administrators to inform the parent of the consequences of continued absences.
- IV. The school social worker will make contact with the parent to establish a corrective plan to prevent continued tardiness.
- V. Any additional unexcused absence after five (5) can initiate a meeting with a Drew Charter Board administrator and social worker to determine the student’s continued enrollment at Drew Charter..

Tardiness

VI. After two (2) unexcused tardies, the teacher will communicate with the parent about the importance of being on time to school and document this contact in the Infinite Campus Contact Log.

VII. After three (3) unexcused tardies, the teacher will notify the Dean of Students. The Dean will contact the parent concerning the tardiness and develop a plan of improvement.

VIII. If there is no improvement and the student reaches five (5) unexcused tardies, the Dean of Students will submit a referral to the school social worker. The school social worker will make contact with the parent to schedule a face-to-face meeting with the principal and social worker.

IX. At 10+ tardies parent(s)/guardian(s) and/or the student are required to attend a mandatory meeting regarding attendance.

X. 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.

XI. 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.

Make-up Work

Students are responsible for all work missed when absent from school. Immediately upon returning to school, the student must arrange with his/her teacher to make up all work (assignments, tests, projects, etc.). Students will have three school days (not class days) to submit all missing or make up assignments for full credit. For extended absences, the student and/or family should contact teachers to establish a timeframe for submitting missed assignments.

Absence Documentation Requirement

All lawful excused absences require a written note from the parent (or guardian) explaining the absence(s). The student should deliver the note to the secretary in the main office. Parents/guardians are requested to contact the counselor, Dean of Students, and/or principal immediately in the event of extended absences.



STUDENT CODE OF CONDUCT

Behavioral Norms

Trust is critical to the culture of the Drew Junior Academy. Traditional schools ensure order by imposing rigid rules and consequences assuming that students cannot make good decisions without these structures. Ultimately, this approach does not provide students with the space to develop positive and productive decision-making skills. At the same time, it is our responsibility to provide enough structure and guidance to ensure that students are able to learn and thrive. As a school, we seek to find a balance of freedom and structure so that students will become better decision-makers.

There are a variety of strategies to promote good decisions including coaching, goal-setting, recognition, self-reflection and rewards. Whenever possible the staff will utilize these strategies through processes and systems like Advisory, one-on-one conferences, incentives, shout-outs, self-assessment assignments, and rewards like Jeans Passes.

It is also important that there is a clear and consistent approach to addressing students' decisions that harm or hinder themselves or others. Whenever possible, staff will engage students in analysis to understand why behavior is harmful or inappropriate in order to encourage different decisions in the future. Staff will also engage students in restorative practices to "make things right" and/or repair any damage that has been done.

However, it is clear that in some circumstances analysis and reflection on poor decisions are not enough to discourage them in the future. As a result, there needs to be a clear and consistent system of consequences to discourage inappropriate and harmful behavior. The consequences listed in this code of conduct are general guidelines adopted from the Drew Charter School Student Code of Conduct. ***The administration reserves the authority to implement consequences that are deemed most appropriate.***

School Norms

Honor Trust

Show Respect

Act Responsibly

Present Professionally

These norms apply while students are at school, while traveling to and from school or any school-sponsored event, and while participating in any school sponsored event at home or away.

These norms also apply in instances where a student's actions outside of school affect the school's ability to maintain an orderly, safe and positive learning environment. This is particularly important with regard to the use of social media.

Examples of Norms Infractions

Honor Trust	Show Respect	Act Responsibly	Present Professionally
Visiting a non-instructional website during class	Use of inappropriate language	Not bringing materials to class	Wearing uniform inappropriately
Lying to a staff member	Disrupting a presentation in class	Repeatedly being late to class	Not wearing school uniform
Leaving campus without permission	Posting insulting, derogatory or threatening information on social media	Not following safety drills or guidelines	Disrupting a presentation or school assembly

Student Grievance Procedure

It is important that all members of our community abide by our norms, including students, staff and parents/guardians. In the event that a student feels a norm has been violated, we want to be sure he/she understands how to address the issue appropriately. Whenever a student believes that norm has been violated, they should consider completing the follow steps:

- Wait until emotionally calm and respectfully speak with the other person about the issue
- Write a respectful letter/note/email to the other person describing concerns
- Speak with a trusted adult about the issue.

If, after some or all of these steps have been followed, the issue has not been resolved, the student should complete a Grievance Form and return it to the counselor or principal. The counselor and/or principal will follow up with the student within 24 hours.

Rules to Live By

The “rules” below represent specific applications of our school norms.

Respectful Communication

The way we talk to each other is one of the most important building blocks in our relationships.

Inappropriate speech that is foul or offensive does not communicate an environment of respect to each other or to guests of Drew Junior Academy. Remarks that are disparaging or hurtful damage our ability to trust one another.

Speech should be uplifting and appropriate.

Respect Others and Their Property

An environment where theft, violence, or bullying is present is not one of trust, respect or responsibility.

We should make our school a comfortable, safe space for everyone.

Dress Code and Uniform Policy

As a school, we have chosen to represent ourselves professionally, with a polished and clean uniform. Our uniform reflects our pride and our respect for our school. While specific guidelines are provided below, it is important for students to develop an understanding of an adherence to the spirit and standards of professional dress.

	Boys	Girls
Shirt	Solid white polo or oxford shirt tucked into pants	Solid white polo or oxford shirt or shirts
Pants and Skirts	Solid khaki pants or shorts worn at the waist with a neutral colored belt	Solid khaki skirt worn no more than three inches above the knee (Solid white, black, brown, gray or navy tights or leggings (NO PRINTS) may be worn with a uniform skirt) or Solid khaki pants or shorts worn no more than three inches above the knee (Pants, shorts and skirts with belt-loops must be worn with a black or brown belt)
We focus on learning...not what we wear		
Shoes and Socks	* Student Requested and Honored Uniform Change* Any closed toe and school appropriate shoe (no slides, crocs or flip flops) that will not distract from the learning environment (no bright or neon colors) Students participated in a focus group and changed the wording and expectation of the shoe policy	
Hair	All hair and facial hair should be neat and groomed in accordance to cultural norms.	
Jackets and Sweaters	Students may also wear the following: <ul style="list-style-type: none"> ● Outerwear purchased from Charter School Uniforms and Tommy Hilfiger (www.globalschoolwear.com) specifically: the V-Neck Cardigan Sweater, the V-Neck Pullover Sweater Vest, and the Polar Fleece Zip Front Jacket ● Official Drew athletic pull over zip-up jackets purchased as part of participation in a sport ● Forest green, white, or tan sweaters, however, the shirt collar should remain visible <i>All other outerwear, including but not limited to jackets, vests, sweatshirts, hoodies and shooting shirts, non- Drew items, should be stored during the school day.</i>	

Other	<ul style="list-style-type: none"> ● When approved by the administration select team and spirit clothing may be allowed on particular school days, in addition to planned dress downs ● Consequences for disregarding uniform policy could include, but not limited to: <ul style="list-style-type: none"> -parent contacted for replacement items -school provides replacement uniform items (shoes, shirts etc.) <ul style="list-style-type: none"> □ families are expected to return the items washed and folded, when/if appropriate -refusal to adhere to expectations could result in administrative consequences ● 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 (no bandanas).
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Uniforms must be neat and clean and students should practice good hygiene. The policy above applies to students as they enter the school building and throughout the school day. If a child is out of uniform, they may be required to secure a full and/or appropriate before attending class. Please contact the Dean of Students if there is a need for uniform support as he/she may be able to assist you.

School Prank/Vandalism

As a community, we value our facility and are appreciative of the learning environment that it affords our students. Therefore, we want to be sure that everyone understands that all expressions of class/school representation must fall within the guidelines of this handbook. Students identified as trespassing on school grounds after or before the school day and identified as engaging in a prank or otherwise destroying school property will be turned over to the local police for prosecution, which could result in arrests and fines. These actions may also result in suspension, referral to a Drew tribunal, and suspension from attending school dances/prom/activities. Any other grade level may also lose privileges to participate in class events/fieldtrips/off-campus activities.

Out-of-School and In-School Suspension

Out-of-School Suspension (OSS)

There are several behavior infractions that may result in an out-of-school suspension:

- Endangering oneself or other students or staff members
- Significantly disrupting the operation of the school
- Blatantly disrespecting school staff
- Bullying (see policy described above)
- Other severe incidents (**determined by administration**)

Suspension of a student from school for no more than ten (10) consecutive days is considered a short-term suspension, not subject to formal rights of hearing or appeal. Although there are no such rights guaranteed by law, parents/guardians may contact the Principal and/or Head of School to discuss their disciplinary incidents and actions involving their children.

In-School Suspension (ISS)

In certain circumstances, it is appropriate to remove a student from class as a consequence or to avoid disruption to the learning environment. In these circumstances, a student may be placed in In-School Suspension. Whenever possible the student will be provided with the resources to complete his/her assignments.

Location of Violations

The following code provisions apply to offenses that students commit while on school property or while using school technology resources at any time. As used in this Code of Conduct:

- 1.1. School property includes, but is not limited to:
 - 1.1.1. The land and improvements which constitute the school;
 - 1.1.2. Any other property or building, including school bus stops, wherever located, where any school function, event, or activity is conducted;
 - 1.1.3. Any bus or other vehicle used in connection with school functions and activities, including but not limited to, school buses, buses leased by Drew, and privately owned vehicles used for transportation to and from school activities;
 - 1.1.4. Personal belongings, automobiles, or other vehicles which are located on school property;
 - 1.1.5. Off campus and not at a school event or function if the behavior meets the definition of an off campus behavior violation or directly affects the safety and welfare of the school community or the orderly mission and function of the school; and
 - 1.1.6. En-route to the student's home from school.
- 1.2. School technology resources includes, but is not limited to:
 - 1.2.1. Electronic media systems such as computers, electronic networks, messaging, and website publishing, and
 - 1.2.2. The associated hardware and software programs used for purposes such as, but not limited to, developing, retrieving, storing, disseminating, and accessing instructional, educational, and administrative information.

Investigation of Misconduct

When a student code of conduct violation is reported or suspected, the principal 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. Written statements should be requested from all individuals who are interviewed. Video surveillance, if available and relevant, should be reviewed and secured. School police and other support staff may be 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. However, if the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately. The principal or his/her 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 violated the student code of conduct will be made based solely on a preponderance of the evidence. In other words, it is more likely to be true than not true, based on the evidence, that the student did violate the rule. Once it has been determined that a rule(s) was violated, the administrator will follow the progressive discipline process.

Student Questioning by Officials

Principals and Dean of Students have the responsibility and authority to question students for maintaining a safe and orderly school environment. However, it is important to inform parents about issues of concern, parental consent and notification is not required prior to the questioning of students.

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.

PROGRESSIVE DISCIPLINE

Progressive discipline is designed to aid students in correcting their misconduct, and it encourages students to be responsible citizens of the school community. Progressive discipline should promote positive student behavior, state unacceptable behavior, and establish clear and fair discipline responses for unacceptable behavior. Disciplinary responses are administered in proportion to the severity of the unacceptable behavior, its impact on the school environment, the student's age and grade level, the student's previous discipline history, and other relevant factors. The school discipline process should include appropriate consideration of support processes to help students resolve issues that may be contributing to violations to the student code of conduct. These resources may include, but are not limited to, Student Support Team, positive behavioral supports, counseling with school counselor, school social worker intervention, behavior, attendance and academic contracts and plans, peer mediation, and prevention programs. The offenses have been organized into three (3) levels of prohibited behaviors: Level 1 discipline (minor) offenses, Level 2 discipline (intermediate) offenses, and Level 3 discipline (major) offenses. If a student has been found to have engaged in acts in the school or on the school bus that repeatedly disrupt the school environment, are violent in nature, involve bullying or physical threats, the student's parent/guardian may be required to meet with the Principal or designee to execute a behavior contract.

IV.1. **Level 1 Discipline:** Level 1 discipline is used for minor acts of misconduct, which interfere with the good order of school. Level 1 offenses are generally MINOR OFFENSES and may represent a failure to demonstrate universally defined expectations or social skills. It is the responsibility of all staff to address minor offenses as soon as practicable within the environment in which the misbehavior occurred. Following appropriate teacher intervention, students may be referred to an administrator.

Junior and Senior Academy Level 1 Discipline Response: Discipline responses range from local interventions and supports to three (3) days of In-School-Suspension (ISS) and/or local interventions and support.

4.2. **Level 2 Discipline:** Level 2 discipline offenses are intermediate acts of misconduct. Level 2 offenses are generally MAJOR INFRACTIONS and are serious safety violations Major Infractions are addressed by administrators. Repeated (3 or more) violations of any Level 2 offense can result in that violation being considered a Level 3 offense which may result in long term suspension/expulsion and may include a referral to the alternative school.

Junior and Senior Academy Level 2 Discipline Response: Discipline responses range from one (1) day of Saturday School or In-School Suspension (ISS) to five (5) days of Out-of-School Suspension (OSS) and may include local interventions and support.

4.3. **Level 3 Discipline:** Level 3 discipline offenses are serious acts of misconduct including, but not limited to, repeated misbehaviors of a similar nature, serious disruptions of the school environment, threats to health, safety, or property and other acts of serious misconduct. Level 3 offenses are generally MAJOR INFRACTIONS and are serious safety violations. Major infractions should be reported to the school administrator immediately after the incident, and may result in the immediate removal of a student from the school. Administrators will notify the Head of School, appropriate school personnel, school resource officers, Safety and Security personnel, and law enforcement agencies as deemed appropriate or required by law.

Any misconduct that threatens the health, safety, or well-being of others may result in immediate suspension of the student from the school and/or school-sponsored activities for up to ten (10) school days, pending disciplinary investigation of the allegations. In addition to possible suspension, students who commit these offenses may be recommended for long-term suspension or expulsion and reassignment to an alternative school.

Junior and Senior Academy Level 3 Discipline Response: Discipline responses range from five (5) days of Out-of-School Suspension to ten (10) days of Out-of-School Suspension with a student disciplinary hearing referral. Student disciplinary hearing consequences can include long-term suspension, expulsion, or permanent expulsion, in addition to an opportunity to attend an alternative education program. A combination of local interventions, supports, and a disciplinary response may also be appropriate.

4.4. **Interventions and Supports:** Below is a suggested, but not all-inclusive, list of interventions and supports that may be used as alternatives to suspension. A combination of these interventions and supports appropriate to the situation and student needs may be used in conjunction with a discipline response when students commit Levels 1-3 disciplinary offenses.

- 4.4.1. Classroom interventions (assigned seats, proximity control, nonverbal cues, etc.)
- 4.4.2. Teacher/student conference
- 4.4.3. School/parent contact
- 4.4.4. School/parent conference
- 4.4.5. Restorative practices (practices that repair harm, student circles, peace groups)
- 4.4.6. Determine root causes and functions of student misbehavior and respond appropriately
- 4.4.7. Teach, model, practice, and reinforce positive replacement behaviors
- 4.4.8. Provide special work assignment
- 4.4.10. Student warning
- 4.4.11. Encourage the student to complete a written reflection of incident and/or an apology for misbehavior
- 4.4.12. Provide student with an opportunity to process through the misconduct and to make a plan for how better choices can be utilized in the future
- 4.4.13. Provide choices for learning activities and behavior
- 4.4.14. Use student behavior strategies, progress reports, behavior contracts, and/or point sheets to assist student in recognizing misbehavior and understanding targeted appropriate behavior
- 4.4.15. Use goal setting paired with acknowledgment of improved behavior for individual student
- 4.4.18. Mentoring
- 4.4.19. Escort to and from class/change of class
- 4.4.20. Schedule change
- 4.4.21. Invitation for parental shadow
- 4.4.22. Require student to return property
- 4.4.23. Assign student to an approved supervised service to the school
- 4.4.24. Exclude the student from participating in extracurricular/co-curricular programs or activities (temporarily or permanently)
- 4.4.25. Utilize community and agency partners to provide additional support and resources to student to help improve behaviors
- 4.4.26. Recommend peer mediation support
- 4.4.27. Recommend conflict resolution support
- 4.4.28. Withhold or revoke student privilege(s)
- 4.4.29. Assign detention
- 4.4.30. Small group character-building, emotional management, decision-making, and social skills training
- 4.4.31. Refer student-to-student support services staff (Counselor, Social Worker)
- 4.4.32. Refer student to response to intervention (SST/RTI) Specialist
- 4.4.33. Refer student-to-student support team (SST)
- 4.4.34. Give student a timeout with adult supervision
- 4.4.36. Conduct functional behavioral assessment (FBA) and, if student is eligible, develop a behavior

5. STUDENT OFFENSES: A student shall not violate any of the following rules of Drew Charter School. The disciplinary levels below correspond to the progressive discipline levels detailed above. However, in serious offenses, the Principal or designee may use higher level of progressive discipline. The Student Code of Conduct provides examples of offenses that may occur, but it is not intended to include all offenses for which disciplinary action may be taken as it is not possible to identify every behavior which might result in disciplinary consequences.

5.1 ACADEMIC DISHONESTY: It is the responsibility of every student and employee to exhibit honesty, trust, fairness, respect, and responsibility in academic work at all times to support a positive learning environment in the school. Cheating, plagiarism and other acts of academic dishonesty are strictly prohibited. Students who cheat on standardized testing or are repeatedly dishonest can face expulsion or increased consequences. Examples of violations of this rule include, but are not limited to: copying or "borrowing" from another source and submitting it as one's own work; seeking or accepting unauthorized assistance on tests, projects, or other assignments; fabricating data or resources; providing or receiving test questions in advance without permission; or working collaboratively with other students when individual work is expected.

Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-3 disciplinary responses for this offense. (See sections 4.1 to 4.4).

5.2 POTENTIALLY HARMFUL SUBSTANCES

5.2.a ALCOHOL/ILLEGAL DRUGS/INHALANTS: No student shall be under any degree of influence of alcoholic beverages (including related products such as "near" beer, non-alcoholic beer, and nonalcoholic wine coolers), inhalants, and/or illegal drugs, narcotics, hallucinogens, amphetamines, barbiturates, marijuana, synthetic cannabinoids or any substance listed under the Georgia Controlled Substances Act or any substance believed by the student to be alcohol or an illegal drug. Legal intoxication is not required for violation of this Code of Conduct.

5.2.a	JA/SA	
Level 2 – 3	<i>Minimum</i>	<i>Maximum</i>
1st Offense	1 day OSS / Local Interventions	3 days OSS
2nd Offense	1 day OSS / Local Interventions	5 days OSS
3rd Offense +	5 days OSS / Local Interventions	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion

5.2.b ALCOHOL/ILLEGAL DRUGS/INHALANTS: No student shall possess, consume, transmit, or store alcoholic beverages (including related products such as "near" beer, non-alcoholic beer, and nonalcoholic wine coolers), inhalants, and/or illegal drugs, narcotics, hallucinogens, amphetamines, barbiturates, marijuana, synthetic Cannabinoids or any substance listed under the Georgia Controlled

Substances Act or any substance believed by the student to be alcohol or an illegal drug. Legal intoxication is not required for violation of this Code of Conduct.

5.2.b	JA/SA	
Level 2 – 3	<i>Minimum</i>	<i>Maximum</i>
1st Offense	1 days OSS	10 days OSS and a hearing referral
2nd Offense	3 days OSS	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion
3rd Offense +	10 days OSS and a hearing referral with a recommendation of (min) expulsion (1) calendar year – (max) permanent expulsion	

Combination of local interventions, supports, and disciplinary response may be appropriate

5.2.1 Drug Paraphernalia: No student shall possess, transmit, store, buy, sell, distribute or possess with intent to sell any drug-related paraphernalia.

5.2.2 Counterfeit Drugs or Look Alike Drugs: No student shall falsely present or identify a substance to be alcohol or an illegal drug.

5.2.1 /5.2.2	JA/SA	
Level 2 – 3	<i>Minimum</i>	<i>Maximum</i>
1st Offense	1 days OSS	10 days OSS and a hearing referral
2nd Offense	3 days OSS	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion
3rd Offense +	10 days OSS and a hearing referral with a recommendation of (min) expulsion (1) calendar year – (max) permanent expulsion	

5.2.3 Selling/Distributing/Buying Drugs: No student shall buy, sell, or otherwise distribute or possess with intent to distribute or attempt to buy, sell, or otherwise distribute or possess with intent to distribute alcoholic beverages, illegal drugs, inhalants, narcotics, hallucinogens, amphetamines, barbiturates, or marijuana, or any other substance listed under the Georgia Controlled Substances Act, or any substance falsely identified as such, or is believed by the purchaser to be an alcoholic beverage or illegal drug, narcotics, hallucinogens, amphetamines, barbiturates, or marijuana, or any other substance listed under the Georgia Controlled Substances Act.

5.2.3	JA/SA	
Level 3	<i>Minimum</i>	<i>Maximum</i>
1st Offense	8 days OSS	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion
2nd Offense	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion	
3rd Offense +	10 days OSS and a hearing referral with a recommendation of (min) expulsion (1) calendar year – (max) permanent expulsion	

5.3 ATTENDANCE VIOLATIONS

5.3.1 Tardy/Skipping Class: No student, without a valid excuse, shall be tardy for or miss a class or activity for which he/she is enrolled.

5.3.2 Leaving School Grounds: Students shall not leave school grounds during the course of the regularly scheduled school day without the permission of a parent/guardian and the Principal or designee. Students must follow the established procedures for checking in or out of school

5.3.2 Level 1 - 2	JA/SA	
	<i>Minimum</i>	<i>Maximum</i>
1st Offense	Administrative Conference	3 days ISS
2nd Offense +	Saturday school and/or 3 days ISS	5 days OSS

Combination of local interventions, supports, and disciplinary response may be appropriate

5.4 BOMB THREATS: Bomb threat is defined as transmitting in any manner a false alarm to the effect that a bomb or other explosive of any nature is concealed on school property creating a potentially dangerous situation. A bomb threat can be communicated via conduct that occurs on or off school property, including, but not limited to transmission via email, text, and social media.

5.4 Level 2 – 3	JA/SA	
	<i>Minimum</i>	<i>Maximum</i>
1st Offense	Saturday school / 3 days ISS	10 days OSS and a hearing referral
2nd Offense	10 days OSS and a hearing referral recommendation of long-term suspension/expulsion	
3rd Offense +	10 days OSS and a hearing referral with a recommendation of expulsion for 1 calendar year	

5.5 BULLETS, BB’S, PAINTBALL PELLETS: Students may not possess ammunition, BB’s, paint pellets, or CO2 cartridges. These items are disruptive to the function of the school and may pose a safety risk.

5.5 Level 1 - 2	JA/SA	
	<i>Minimum</i>	<i>Maximum</i>
1st Offense	Administrative Conference	3 days ISS
2nd Offense +	Saturday school and/or 3 days ISS	5 days OSS

5.6 BUS BEHAVIORS: Students shall follow all student behavior policies and regulations while at the bus stop and on school-provided transportation including, but not limited to, the prohibitions on physical violence, bullying, assault, battery, or uncivil conduct. Students who commit sexual offenses, physical offenses against students, or physical offenses against Drew employees (as defined elsewhere in this Code of Conduct) on the school bus will receive penalties for the offense(s) as specified in the Code of Conduct, and may also be suspended from the bus for a specified amount of time. Repeated violations of the Code of

Conduct on the school bus may result in a student losing bus privileges and being temporarily or permanently removed from the school bus. If a student loses bus privileges due to student misconduct, the parent is responsible for transportation.

5.7 PERSONAL COMMUNICATIONS/ELECTRONIC DEVICES: All students may possess mobile telephones and other personal electronic devices (PEDs), HOWEVER, these must be stored in your locker at ALL times unless otherwise directed by school administration or school staff.

Devices must be safely locked in your locker and turned off during instructional activity unless otherwise directed by school administration or staff. This prohibition includes all emergency situations unless the student is directed to use a cellular telephone or PED by a school administrator or school staff or unless an extreme threat to the health or safety of a student arises and no school administrator or school staff member is present.

If a student refuses to relinquish a phone or other device to a school staff member, the staff member may refer the student with the device to the principal or designee. Drew Charter School assumes no liability for the theft, loss, or damage of mobile telephones and other PEDs possessed by students on school property or held by school officials during the confiscation period. **Drew Charter School employees will not be responsible for searching for lost or stolen mobile phones or other PEDs.**

Violations are cumulative across the student's school career at Drew Charter School. Starting in the Senior Academy (SA) does not entitle the student to a "fresh start."

Students shall not use, display, or turn on communication beepers, cellular phones, video phones, or electronic devices during instructional time. The Principal shall determine specified times on campus, if and when, electronic devices may be used for instructional purposes.

5.7.1 Disciplinary actions for students whose parent/legal guardians have completed the Parental Consent & Acknowledgement Form are as follows:

First violation: Verbal warning.

Second violation: The device will be confiscated and the telephone or device will be returned to the student. Parent/legal guardian will be notified.

Third violation: The device will be confiscated and the telephone or device will be returned only to the parent/legal guardian who must schedule a conference at the school to retrieve the item.

Fourth (or more*) violation: The device will be confiscated and will result in the student's loss of the privilege of possessing a mobile telephone or PED on school property for one semester. Written notice will

be mailed to the parent, and the telephone or device will be returned only to the parent/legal guardian who must schedule a conference at the school to retrieve the item.

*Subsequent offenses could result in further disciplinary action and extended loss of privilege.

5.7.3 Audio or Video Recording: Students shall 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 being confiscated and will also result in the student's loss of the privilege of possessing a mobile telephone or PED on school property for one (1) calendar year. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-3 disciplinary responses for this offense. (See sections 4.1 - 4.4).

5.7.4 Academic Dishonesty with a Device: It is the responsibility of every student to exhibit honesty, trust, fairness, respect, and responsibility in academic work at all times to support a positive learning environment in the school. Use of a cellular phone without the consent of a school administrator or school staff during a test, quiz, or completion of a graded assignment is considered cheating and is strictly prohibited. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-3 disciplinary responses for this offense. (See sections 4.2 – 4.3, 4.4). Additionally, any violation will result in the device being confiscated and may result in the student's loss of the privilege of possessing a cellular telephone or PED on school property for one (1) calendar year, and the student may receive a grade of zero (0) on the test, quiz, or assignment.

5.8 STUDENT INCIVILITY

5.8.1 Offensive Language: No student shall use any type of profane, vulgar, obscene, or ethnically offensive language (written or oral) or gestures.

5.8.2 Offensive Materials: No student shall possess, share, or distribute profane, vulgar, pornographic, obscene, or ethnically offensive materials.

NOTE: See 5.23.3 for offenses that occur with technology

5.8.3 Offensive Language – Adult: A student shall not use profane, obscene, or abusive language (written or oral) or gestures toward school personnel or other adults on school property or at school sponsored events.

5.8.4 Insubordination: All students shall comply with reasonable directions or commands of all authorized Drew Charter School personnel or designees. This may include, but is not limited to, the directions of a staff member to remove themselves from the location of a disruptive situation, the directions of a staff member to identify themselves, and repeated violations of the school dress code.

5.8.5 Public Displays of Affection (PDA): No student shall be engaged in amorous kissing, touching, other inappropriate displays of affection.

5.8.1 – 5.8.5	JA/SA	
Level 1 - 2	<i>Minimum</i>	<i>Maximum</i>
1st Offense	Administrative Conference	3 days ISS
2nd Offense	Saturday school and/or 3 days ISS	5 days OSS
Combination of local interventions, supports, and disciplinary response may be appropriate		

5.9 DISRUPTION OF SCHOOL:

5.9.1 School-wide Disruption: No student shall, in any manner, by the use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct, intentionally cause the disruption of any lawful mission, process or function of the school, or engage in any such conduct for the purpose of causing the disruption or obstruction of any such lawful mission, process or function.

Examples include, but are not limited to: large fights, food fights, walk outs, actions that disrupt multiple classrooms, actions that disrupt large areas of the school (cafeteria, media center, etc), or cause a disruption of transportation processes. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-3 disciplinary responses for this offense. (See sections 4.2 – 4.3, 4.4).

5.9.2 Trespassing: Students shall not be on the campus of a school in which they are not enrolled during that school’s hours or while that school is operational without permission from that school’s administration. Students also may not enter a school building after hours without express permission. Students may not return to campus or attend any school function while on suspension, expulsion, or assignment to alternative school. Students who have been assigned to another school for disciplinary purposes may not be on the campus of their previous/home school without the permission of the Principal of that school, except when the student is competing/participating in an official event as a member of a team or club at the home school. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-3 disciplinary responses for this offense. (See sections 4.1 – 4.4).

5.9.3 Unauthorized Area: Students may not be present in an unauthorized area of school property which may include school roofs and custodial areas. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-2 disciplinary responses for this offense. (See sections 4.1 – 4.2, 4.4).

5.9.4 Unauthorized Item: Students may not bring to school or be in possession of any item that does, or has the potential to, disrupt the classroom environment or orderly operation of the school. Unauthorized items may include, but are not limited to, phone cases in the likeness of a weapon, unauthorized drones, or items that do not meet the definition of 5.25.2. Once detected, an unauthorized item will be confiscated and returned only to the parent/guardian. Drew Charter School assumes no liability for any lost or damaged unauthorized item. The administrator may utilize interventions, supports, and Level 1 disciplinary responses for this offense.

5.10 FALSE REPORTS

5.10.1 False Report: No student shall knowingly and willfully make false reports or statements whether orally or in writing; falsely accuse other students of wrong actions; falsely accuse Drew Charter School employees of wrong action or inappropriate conduct; falsify school records; or forge signatures. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-3 disciplinary responses for this offense. (See sections 4.1 – 4.4).

5.10.2 False Call to Emergency Services: No student shall knowingly make or cause a false call to be made to emergency services. Emergency services include, but are not limited to, Fire & Rescue, 911, and Police.

5.10.3 False Fire Alarms: No student shall knowingly give or cause a false fire alarm to be given.

5.10.2 - 5.10.3	JA/SA	
Level 2	<i>Minimum</i>	<i>Maximum</i>
1st Offense	1 days OSS	5 days OSS
2nd Offense +	5 days OSS	10 days OSS and a hearing referral

NOTE: In addition to disciplinary response actions taken by the school, the City of Atlanta may charge parents/guardians for the costs of emergency services related to false alarms or false calls made by students.

5.11 GAMBLING: No student shall participate in any type of gambling activity as defined by state law or that involves the wagering or betting of services, money or other items. Students may not possess gambling devices to be used in gambling activity (e.g., dice, cards).

5.11	JA/SA	
Level 1 - 2	<i>Minimum</i>	<i>Maximum</i>
1st Offense	Administrative Conference	3 days ISS
2nd Offense	Saturday school and/or 3 days ISS	5 days OSS

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

5.12.1 Engaging in Gang Activity: No student shall engage in any activity while participating in a gang which interferes with the orderly conduct of school activities, with discipline in the schools, or with the rights of other students or faculty members. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-3 disciplinary responses for this offense. (See sections 4.2 – 4.3, 4.4).

5.12.2 Displaying Gang Affiliation: No student shall hold himself/herself out as a member of a gang, including displaying gang tattoos and displaying gang symbols. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-2 disciplinary responses for this offense. (See sections 4.1 – 4.2, 4.4).

5.12.3 Recruiting/Soliciting: No student shall recruit or solicit membership in any gang or gang-related organization. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-3 disciplinary responses for this offense. (See sections 4.2 – 4.3, 4.4).

5.13 HARASSMENT, INTIMIDATION, THREATS, AND BULLYING BEHAVIOR 5.13.1

Harassment: Intentional, substantial, and unreasonable verbal, physical or written contact that is initiated, maintained, or repeated. No student shall engage in harassment, intimidation, or abuse of or toward any other student(s), Drew Charter School employees, or other adults for any reason. This prohibition includes, but is not limited to, harassment, intimidation, or abuse of students or others based on actual or perceived race, creed, color, national origin, religion, sex, age, disability, sexual orientation, gender, gender identity, or a physical characteristic. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-2 disciplinary responses for this offense. (See sections 4.1 – 4.2, 4.4).

5.13.2 Threats: No student shall threaten, verbally, in writing, electronically, or by physical presence, expressed or implied, or conspire to cause bodily injury to any student, Drew Charter School employee, or non-school employee. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-3 disciplinary responses for this offense. (See sections 4.1 – 4.3, 4.4).

5.13.3 Terroristic Threats: No student shall threaten to commit any crime of violence, to release any hazardous substance, or to burn or damage property with the purpose of terrorizing another or of causing the evacuation of a building, or otherwise causing serious disruption or in reckless disregard of the risk of causing such disruption. Depending on age of student, level of severity or repetition, the administrator may utilize8 interventions, supports, and Level 1-3 disciplinary responses for this offense. (See sections 4.1 – 4.3, 4.4).

5.13.4 Bullying: No student shall bully another student or students. Bullying can include:

a) Cyberbullying/Electronic Bullying: Bullying can occur on school property or through school technology resources, but can also occur through the use of electronic communication, whether or not that communication originated on school property or with school technology resources, if the electronic communication:

1. is directed specifically at students or school personnel, AND
2. is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school, AND
3. creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose.

Electronic communication includes, but is not limited to any transfer of signs, signals, writings, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic, or photo optical system.

b) Bullying: Bullying behavior is defined as:

1. willful attempt or threat to inflict injury on another person when accompanied by an apparent present ability to do so, or;
2. intentionally exhibiting a display of force such as would give the victim reason to fear or expect immediate bodily harm, or;
3. any intentional written, verbal or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate that:
 - Causes 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, substantially blackened eyes, substantially swollen lips or other facial or body parts, or substantial bruises to body parts; or
 - Has the effect of substantially interfering with the victim student’s education;
 - Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
 - Has the effect of substantially disrupting the orderly operation of the school.

5.13.4	JA/SA	
Level 2 – 3	<i>Minimum</i>	<i>Maximum</i>
1st Offense	1 days OSS	5 days OSS
2nd Offense	5 days OSS	10 days OSS and a hearing referral
*3rd Offense	10 days OSS and a hearing referral	

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. At least one parent/guardian will be required to attend a conference with the Principal or designee concerning the student’s bullying offense.

Employees, volunteers, students and parents/guardians/other persons that have access to and/or monitor students may anonymously report or otherwise provide information on bullying activity to a school administrator. No person who reports bullying behaviors 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 enhanced consequences. Students who knowingly file a false report of bullying will also be disciplined.

If a student is found to have engaged in bullying or physical offense of another person on the school bus, a meeting shall be scheduled involving the parent or guardian of the student and appropriate school officials to form a school bus behavior contract for the student. Such contract shall provide for progressive age-appropriate discipline and restrictions for student misconduct on the bus. Contract provisions may

include but shall not be limited to assigned seating, ongoing parental involvement, and suspension from riding the bus. This paragraph 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.

5.14 SCHOOL HAZARD OFFENSES

5.14.1 Incendiary Devices: No student shall possess, light, and/or discharge smoke bombs, stink bombs, fireworks, cigarette lighters, matches, or similar devices. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-3 disciplinary responses for this offense. (See sections 4.1 – 4.3, 4.4).

5.14.2 Arson: No student shall use fire, explosives, or the equivalent thereof, to damage or knowingly cause, aid, abet, advise, encourage, damage to school building, school property, school structure, or vehicle on school grounds. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-3 disciplinary responses for this offense. (See sections 4.2 – 4.3, 4.4).

5.15 OFF-CAMPUS OFFENSES: Off-campus misconduct for which a student may be disciplined includes, but is not limited to, any off-campus conduct which could result in the student being criminally charged with a felony, or felonious conduct for which a student has been arrested, criminally charged/indicted, adjudicated to have committed, or convicted; AND conduct which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process. Contact Safety and Security and the Associate Superintendent. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-3 disciplinary responses for this offense. (See sections 4.2 – 4.3, 4.4).

5.16 OVER-THE-COUNTER MEDICATION: Possession of all over-the-counter medication on school property must be in compliance with Policy JGCD. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-2 disciplinary responses for this offense. (See sections 4.1 – 4.2, 4.4).

5.16.1 Distributing/Selling: A student is prohibited from selling, distributing, or possessing with intent to distribute any over-the-counter medication. Over the counter medications specifically include, but are not limited to, nicotine replacement therapies such as nicotine gum and candy, nicotine lozenges, nicotine patches, nicotine inhalers, nicotine nasal sprays and the like. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-3 disciplinary responses for this offense. (See sections 4.2 – 4.3, 4.4).

5.17 PARTIES TO THE OFFENSE: No student shall urge, encourage, counsel, further, promote, assist, cause, advise, procure, or abet any other student(s) to violate any section or paragraph of this Code of Conduct. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-3 disciplinary responses for this offense. (See sections 4.1 – 4.3, 4.4).

5.18 PHYSICAL OFFENSES

5.18.1 Horseplay: Students shall not engage in rough, boisterous, or horseplay activities that disrupt any aspect of the school environment. The administrator may utilize interventions, supports, and Level 1 disciplinary responses for this offense. (See sections 4.1, 4.4).

5.18.2 Physical Offenses by a Student to any Person Other Than a School Employee: Students may not commit physical offenses against persons who are not a school employee.

These physical offenses include:

a) Battery: Intentionally making physical contact of an insulting or provoking nature with another person. Physical contact which causes harm may result in a Level 3 disciplinary response being imposed. Harm may include, but is not limited to, significant injuries such as swelling, bleeding, concussions, broken bones, sprains, or where medical attention was sought for a significant injury. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-3 disciplinary responses for this offense. (See sections 4.2 –4.3, 4.4).

b) Fighting: 1-2 individuals mutually participating in a physical altercation. Physical contact which causes harm may result in a Level 3 disciplinary response being imposed. Harm may include, but is not limited to, significant injuries such as swelling, bleeding, concussions, broken bones, sprains, or where medical attention was sought for a significant injury. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-3 disciplinary responses for this offense. (See sections 4.2 – 4.3, 4.4).

c) Group fighting: 3 or more individuals mutually participating in a physical altercation. Physical contact which causes harm may result in a Level 3 disciplinary response being imposed. Harm may include, but is not limited to, significant injuries such as swelling, bleeding, concussions, broken bones, sprains, or where medical attention was sought for a significant injury. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-3 disciplinary responses for this offense. (See sections 4.2 – 4.3, 4.4).

d) Assault: Attempting to cause physical injury, threaten bodily harm, or commit an act which places a person in reasonable apprehension of immediately receiving physical injury, but no contact is made. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-2 disciplinary responses for this offense. (See sections 4.1 –4.2, 4.4).

e) Consensual bodily harm: Participation in any activity that results in consensual bodily harm or bodily alterations. Examples of consensual bodily harm include, but are not limited to, tattooing, branding, piercing, initiations. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-3 disciplinary responses for this offense. (See sections 4.1 – 4.3, 4.4).

5.18.3 Physical Harm to Employee: Students shall not intentionally make physical contact which causes physical harm to a school employee unless such physical contacts or physical harms were in self- defense as provided by O.C.G.A. § 16-3-21. Physical harm may include, but is not limited to, significant injuries such as swelling, bleeding, concussions, broken bones, sprains, etc. or where medical attention was sought for a

significant injury. Where physical harm is not present, students may be charged and disciplined in accordance with Code 5.18.4, below. MANDATORY DISCIPLINE HEARING

5.18.3	JA/SA	
Level 3	<i>Minimum</i>	<i>Maximum</i>
1st Offense +	10 days OSS and a hearing referral recommendation of permanent expulsion. The hearing officer may permit the student to attend the alternative education program for the period of the student's expulsion. If the student is in middle school, he/she may be permitted by the hearing officer to reenroll in the regular public school program grades 9-12.	

5.18.4 Battery of School Employee: Intentionally make physical contact of an insulting or provoking nature with a school employee, unless such physical contact was in self-defense as provided by O.C.G.A. § 16-3-21. MANDATORY DISCIPLINE HEARING

5.18.4	JA/SA	
Level 3	<i>Minimum</i>	<i>Maximum</i>
1st Offense+	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion

5.18.5 Assault of School Employee: Attempt to cause physical injury, threaten bodily harm, or commit an act which places an employee in reasonable apprehension of immediately receiving physical injury, but no contact is made. MANDATORY DISCIPLINE HEARING

5.18.5	JA/SA	
Level 2-3	<i>Minimum</i>	<i>Maximum</i>
1st Offense +	5 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion

NOTE: For codes in which a Physical Offense is committed against a school employee (5.18.3, 5.18.4, 5.18.5) a mandatory disciplinary hearing shall be held regardless of the recommended discipline, unless the disciplinary hearing is waived. The disciplinary hearing may only be waived by agreement of the employee and the student's parent/guardian/student age 18 or older. If the employee is not available in the opinion of the Office of Student Discipline, the school principal may waive the hearing on the employee's behalf.

If a student is found to have engaged in bullying or physical offense of another person on the school bus, a meeting shall be scheduled involving the parent or guardian of the student and appropriate school officials to form a school bus behavior contract for the student. Such contract shall provide for progressive age-appropriate discipline and restrictions for student misconduct on the bus. Contract provisions may include, but shall not be limited to, assigned seating, ongoing parental involvement, and suspension from riding the bus. This paragraph 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.

5.19 PRESCRIPTION DRUGS: No student shall be in possession of prescription medication not prescribed for the student. All prescription medication prescribed for a student must be in compliance with Atlanta School Board Policy JGCD. In addition, a student shall not sell, distribute, or possess with intent to distribute any prescribed medication on school property. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-3 disciplinary responses for this offense. (See sections 4.2 – 4.3, 4.4).

NOTE: If the prescription drug is a controlled substance under the Georgia Controlled Substances Act, the student shall be found to have violated the Alcohol/Illegal Drugs/Inhalants Rule (5.2.b, 5.2.3), and shall be disciplined according to that Section.

5.20 PROPERTY RELATED OFFENSES

5.20.1 Vandalism: No student shall intentionally damage property belonging to the school or another person/organization. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-3 disciplinary responses for this offense. (See sections 4.2 – 4.3, 4.4).

5.20.2 Theft: No student shall intentionally steal property belonging to another person or entity. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-3 disciplinary responses for this offense. (See sections 4.1 – 4.3, 4.4).

5.20.3 Robbery: No student shall take the property of another by use of force, offensive weapon, or any device having the appearance of a weapon. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-3 disciplinary responses for this offense. (See sections 4.2 – 4.3, 4.4).

NOTE: Criminal charges may be filed against any student who commits Property Related Offenses.

SEXUAL OFFENSES

5.21.1 Inappropriate Activity: No student shall consent to and participate in any form of sexual activity.

Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-3 disciplinary responses for this offense. (See sections 4.2 – 4.3, 4.4).

5.21.2 Indecent Exposure: No student shall expose one's intimate body parts or "moon" in public. Intimate body parts include the primary genital area, anus, groin, inner thighs, or buttocks of a male or female and the breasts of a female. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-3 disciplinary responses for this offense. (See sections 4.1 – 4.3, 4.4).

5.21.3 Sexual Misconduct: No student shall commit any act of verbal, written, gesture-oriented, or physical sexual misconduct on school property, school buses, at school-sponsored events, or while using school technology resources. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-3 disciplinary responses for this offense. (See sections 4.1 – 4.3, 4.4).

5.21.4 Sexual Harassment: No student shall participate in physical, verbal, or visual conduct of a sexual nature (including, but not limited to, unwelcome sexual advances or gestures, requests for sexual favors, sexually offensive slurs, sexually offensive drawings, photographs, or posters directed towards another person) where there is a pattern of harassing behavior or a single significant incident. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-3 disciplinary responses for this offense. (See sections 4.2 –4.3, 4.4). See Atlanta School Board Policy JCAC, for further requirements, information and explanation.

Examples of sexual harassment may include, but are not limited to, the following:

- Verbal harassment or abuse;
- Subtle pressure for sexual activity;
- Unwelcome or inappropriate sexually motivated or intentional touching of intimate body parts;
- Offensive or unwelcome sexual advances or propositions;
- Graphic or degrading verbal comments about an individual or his/her physical attributes;
- Display of sexually suggestive objects, pictures, cards, or letters;
- Lewd or suggestive comments or gestures; Off-color language or jokes of a sexual nature;
- Demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status;
- Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status;
- Employees dating students and/or otherwise being romantically involved with a student; or
- Sexual violence, a physical act of aggression that includes a sexual act or purpose.

5.21.5 Sexual Battery: Sexual battery is defined as a student intentionally making physical contact with the intimate parts of the body of another person without the consent of that person. Intimate body parts include the primary genital area, anus, groin, inner thighs, or buttocks of a male or female and the breasts of a female. No student shall commit any act of sexual battery on school property, school buses, or at school-sponsored events.

5.21.5	JA/SA	
Level 3	<i>Minimum</i>	<i>Maximum</i>
1st Offense	5 days OSS	10 days OSS and a hearing referral
2nd Offense	10 days OSS and a hearing referral with a recommendation of long term suspension/expulsion	

3rd Offense +	10 days OSS - hearing Referral with recommendation of (min) expulsion for one calendar year (max) permanent expulsion
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5.21.6 Sexual Molestation: Sexual molestation is defined as a student doing any immoral or indecent act to or in the presence of another person, without that person's consent, with the intent to arouse or satisfy the sexual desires of either the student or the other person. This includes a student forcing another person to make physical contact with the student’s intimate body parts, as defined in this section. No student shall commit any act of sexual molestation, or the attempts thereof, on school property, school buses, or at school-sponsored events.

5.21.6 Level 3	JA/SA	
	<i>Minimum</i>	<i>Maximum</i>
1st Offense	8 days OSS	10 days OSS and a hearing referral with a recommendation of long term suspension (min)/ permanent expulsion (max)
2nd Offense	10 days OSS and a hearing referral with a recommendation of long term suspension (min)/ permanent expulsion (max)	
3rd Offense +	10 days OSS and a hearing referral with recommendation of permanent expulsion	

5.22 Stimulants: A student shall not consume, possess, sell, distribute, or possess with intent to distribute diet pills, caffeine pills, or other stimulant on school property. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-3 disciplinary responses for this offense. (See sections 4.2 – 4.3, 4.4).

NOTE: If the stimulant is a controlled substance under the Georgia Controlled Substances Act, the student shall be found to have violated the Alcohol/Illegal Drugs/Inhalants Rule (5.2.b, 5.2.3), and shall be disciplined according to that Section.

5.23 TECHNOLOGY OFFENSES

5.23.1 Hacking or Altering School Technology: Students will not attempt to or disrupt the school technology resources by destroying, altering or otherwise modifying technology. Students will not engage in any activity that monopolizes, wastes, or compromises school technology resources. Actual or attempted hacking is strictly prohibited. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-3 disciplinary responses for this offense. (See sections 4.1 – 4.3, 4.4).

5.23.2 Piracy: Students will not copy computer programs, software, or other technology provided by Drew for personal use. Downloading unauthorized files is strictly prohibited. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-3 disciplinary responses for this offense. (See sections 4.1 – 4.3, 4.4).

5.23.3 Access/Distributing Inappropriate Material: Students will not use any technology resources to distribute nor display inappropriate material. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-3 disciplinary responses for this offense. (See sections 4.2 – 4.3, 4.4). Inappropriate material does not serve an instructional or educational purpose and includes, but is not limited to the following:

Is profane, vulgar, lewd, obscene, offensive, indecent, sexually explicit, pornographic, or threatening;
Advocates illegal or dangerous acts;
Causes disruption to Drew, its employees or students;
Advocates violence;
Contains knowingly false, recklessly false, or defamatory information; or
Is otherwise harmful to minors as defined by the Children's Internet Protection Act. Note: See 5.8.2 for non-technology offenses

5.24 TOBACCO: Student possession or use of tobacco or tobacco product substitutes (e.g., tobacco look-alikes, such as BaccOff), cigarette look-alikes (e.g., electronic cigarettes), hookahs and hookah look-alikes (e.g. electronic hookahs) is prohibited. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-2 disciplinary responses for this offense. (See sections 4.1 – 4.2, 4.4).

5.25 WEAPONS: A student shall not possess, handle, transmit, or cause to be transmitted; use or threaten to use; sell, attempt to sell, or conspire to sell a weapon, either concealed or open to view, on school property. A weapon includes a dangerous weapon, firearm or hazardous object, as further defined below. All weapons shall be confiscated and given to Safety and Security or other law enforcement agencies as appropriate. The disposition of confiscated weapons shall be determined by the Superintendent or his/her designee, in conjunction with law enforcement. There is no exception for students who have a valid legal license to carry a weapon.

Curriculum Display of a Weapon or Dangerous Instrument/Unauthorized Item - Any individual wishing to bring a look-alike weapon or dangerous instrument/unauthorized item to school for the purposes of a curriculum display or as an educational tool must have prior permission. Specifically, the individual must have verbal approval of the teacher in whose class the weapon or dangerous instrument/unauthorized item will be displayed, as well as prior written permission from the principal which includes a description of the dangerous instrument(s)/item(s) authorized and the time period during which dangerous instrument(s)/item(s) may be on campus.

Transport of the look-alike weapon or dangerous instrument/item to and from the school must be by the approved parent, guardian or other approved individual 21 years of age. The transporting individual should remove the dangerous instrument/item from the school immediately upon completion of the educational session. When necessary, the teacher or school administration will store the look-alike weapon or dangerous instrument/item in a secure location when it is not being used in the approved classroom activities. The dangerous instrument must be unloaded and must not contain any explosive material.

Note: The definition of "weapon" for purposes of this Code of Conduct is one that includes, but is not limited to, the following items:

5.25.1 Category I Weapon - Dangerous Weapon or Firearm (Loaded or Unloaded): Firearm means a handgun, rifle, shotgun, or other weapon which will or can be converted to expel a projectile by the action of an explosive or electrical charge.

A dangerous weapon also includes any weapon commonly known as a "rocket launcher," "bazooka," or "recoilless rifle" which fires explosive or non-explosive rockets designed to injure or kill personnel or destroy heavy armor, or similar weapon used for such purpose. The term shall also mean a weapon commonly known as a "mortar" which fires high explosive from a metallic cylinder and which is commonly used by the armed forces as an antipersonnel weapon or similar weapon used for such purpose. The term shall also mean a weapon commonly known as a "hand grenade" or other similar weapon which is designed to explode and injure personnel or similar weapon used for such purpose.

MANDATORY DISCIPLINE HEARING.

5.25.1 Level 3	JA/SA	
	<i>Minimum</i>	<i>Maximum</i>
1st Offense +	10 days OSS and a hearing referral with a recommendation of expulsion for 1 calendar year	10 days OSS and a hearing referral with a recommendation of permanent expulsion

5.25.2 Category II Weapon – Hazardous Object: Any pellet gun, paint pellet gun, or BB gun, antique firearm, pepper spray, nonlethal air gun, stun gun, taser or any similar weapon that does not meet the definition of a Category I weapon; any Bowie, Dirk, machete, switchblade knife, ballistics knife, any other knife having a blade of two or more inches; any razor blade (e.g., straight, regular, retractable, etc.); box cutter; any bludgeon (e.g. billy club, PR-24, night stick, spring stick, blackjack, club); any firearm muffler or firearm silencer; "look-alike" bomb; any "martial arts" device or flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely (e.g., nunchakus, nun chuck, nun chahka, shuriken, or fighting chain, etc.); any disc of whatever configuration with at least two points or pointed blades which is designed to be thrown or propelled (e.g., Chinese star, oriental dart, throwing star, etc.); miscellaneous devices such as swords, sword/knife canes, ice picks, chains, bow and arrows, knuckles made of metal, thermoplastic, wood or other similar material, objects placed on fingers, in hands, or on fists or knuckles to provide a "loaded fist," etc., or any tool or instrument which the school administration could reasonably conclude as being used as a weapon or intended by the student to be used as a weapon and thus a violation of the intent of this Code of Conduct.

NOTE: In addition to the above, Category II weapons include any item defined as a weapon or hazardous object as defined by O.C.G.A. § 16-11-127.1 and 20-2-751, with the exception of firearms and dangerous weapons (See Category I).

5.25.2	JA/SA	
Level 2-3	<i>Minimum</i>	<i>Maximum</i>
1st Offense	1 days OSS	10 days OSS and a hearing referral with a recommendation of long-term suspension/ expulsion
2nd Offense +	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion	10 days OSS and a hearing referral with a recommendation of expulsion for 1 calendar year

5.25.3 Category III Weapon: Any knife or instrument having a blade of less than two inches, any "look-alike" firearm, toy guns, or plastic disposable razor or sling shot. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-3 disciplinary responses for this offense. (See sections 4.1 – 4.3, 4.4). Factors to be considered in determining the disciplinary response will include, but not be limited to: age, maturity level of student, willfulness and intent, and the weapon involved. Notify the appropriate Associate Superintendent - Contact Safety and Security – Criminal charges may apply

6. Nothing in this Code of Conduct shall be construed to infringe on any right provided to students pursuant to the federal Individuals with Disabilities Education Act (IDEA), Section 504 of the Federal Rehabilitation Act of 1973, or the federal Americans with Disabilities Act (ADA) of 1990.

7. CHRONIC DISCIPLINARY PROBLEM STUDENTS: A "chronic disciplinary problem student" is defined by law as a student who exhibits a pattern of behavioral characteristics which interfere with the learning process of students around him or her and which are likely to recur. Any time a teacher or principal identifies a student as a chronic disciplinary problem student, the principal shall inform the parent or guardian of the student's disciplinary problem. Notification should be by either first-class mail or certified mail with return receipt requested and telephone call.

The principal should invite the parent or guardian to observe the student in a classroom situation. The principal should also request that at least one (1) parent or guardian attend a conference with the

principal and/or teacher. The purpose of the conference would be to devise a disciplinary and behavioral correction plan.

Before any chronic disciplinary problem student is permitted to return from suspension or expulsion, the school to which the student is to be readmitted should request by telephone call or by either certified mail with return receipt requested or first-class mail that at least one (1) parent or guardian schedule and attend a conference with the principal, or principal's designee, to devise a disciplinary and behavioral correction plan. At the discretion of the principal, a teacher, counselor, or other person may attend the conference. The principal will note the conference in the student's permanent file. Failure of the parent or guardian to attend shall not preclude the student from being readmitted to the school.

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 has willfully and unreasonably failed to attend a conference requested by a principal.

8. **1DISCIPLINED STUDENTS ON CAMPUS:** Students who are suspended or expelled **are not allowed** on school grounds to participate in regular school activities, extracurricular activities, athletic participation, and other school events. Students assigned to alternative school may not return to their home school for events without permission of the Principal, except when the student is competing/participating in an official event as a member of a team or club. Failure to adhere to this rule can result in the student receiving additional disciplinary charges and/or an increased disciplinary response.

9. **REPORTING TO LAW ENFORCEMENT:** In addition to discipline of students by Drew, student conduct may be reported to appropriate law enforcement authorities, including pursuant to O.C.G.A. 20-2-1184. Some Student Code of Conduct violations may also result in criminal charges. School disciplinary action will be independent of any criminal or juvenile court decisions. When it comes to the attention of Drew that an offense has occurred which may constitute criminal behavior, the officials and employees of Drew will cooperate with the police and other investigative agencies in providing and sharing information about the student to the degree that the official or the employee deems necessary and/or is governed by law. As required by the Georgia Legislature, Drew encourages parents/guardians to inform their children of the consequences, including potential criminal penalties, of underage sexual conduct and crimes for which a minor can be tried as an adult.

Long-Term Suspension

The Principal may 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 severe violation of the Student Discipline Policy at a formal suspension hearing. Upon determining that a student's action warrants a possible long-term suspension, the Principal 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 Principal 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 also shall 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 a long-term suspension and shall offer the opportunity for an immediate informal conference with the Principal. At the formal hearing, the student and/or parent(s) or

guardian(s) shall have the right to present evidence and ask questions. The Principal, in consultation with the Head of School, is responsible for making the final decision with regard to long-term suspensions.

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 also shall set a time and place for an informal conference with the Principal and shall inform the parent(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 and 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 the 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 also present materials to the Principal or Head of School for consideration. The Head of School will render a formal decision with 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 Process¹

4. 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 IEP that includes disciplinary guidelines, that student will be disciplined according to those guidelines as required by IDEA. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policies discussed above.

5. Any student who is receiving special education services or has been identified as a student with a disability under the Individuals with Disabilities Act (IDEA) and whose acts are determined by the Head of School, Principal, or Board of Directors 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. The IEP committee shall also have the authority to consider, 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.

A student's family may elect to appeal a decision by the Head of School for long term suspension or mandatory transfer to the Drew Board of Directors. The Drew Board of Directors may delegate the responsibility and authority to conduct a hearing to a tribunal of board members, parents, teachers and community members, and the tribunal shall take all actions that would otherwise be taken by the Board. 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 transfers, the Head of School of Drew Charter School will work in conjunction with the family to find the best solution.

ACADEMIC PROGRAM

Philosophy

Drew Charter School's teaching 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.

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

Drew's STEAM theme adds creativity and design-thinking, associated with the arts, to the traditional STEM disciplines. This theme guides our selection of career pathways (Engineering/Design and Business Technology), the creation of projects, the integration of courses, and the planning of special events (e.g. - Design-o-rama and STEAM Day). We believe that this focus will help students develop the 21st Century skills and experiences in order to be successful in a rapidly changing and technologically advancing world. It is important to note that in addition to a focus on STEAM, students receive a strong foundation in literacy and the Humanities.

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 21st 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.

Drew Charter School's Junior and Senior Academies have partnered with New Tech Network (NTN) to implement Project-Based Learning instruction. New Tech Network is a nonprofit education partner that works with over 110 PBL schools across the country.

Daily Schedule

	6 th /7 th		8 th
07:45am – 08:00am	Homeroom	07:45am – 08:00am	Homeroom
08:00 am - 09:30 am	Period 1	08:00 am - 09:30 am	Period 1
09:35 am - 11:05 am	Period 2	09:35 am - 11:05 am	Period 2
11:10 am – 12:15 pm	Enrichment	11:10 am – 11:40 am	Advisory
12:20 pm - 12:50 pm	Lunch	11:45 pm - 12:15 pm	Lunch
12:55 pm – 1:20 pm	Enrichment	12:20 pm - 12:40 pm	Advisory
01:25 pm - 02:15 pm	Advisory	12:45 pm - 02:15pm	Advisory
02:20 pm - 03:55 pm	Period 3	02:20 pm – 03:55 pm	Enrichment

The Junior Academy schedule reflects 90 minute blocks ideal for Project-Based Learning. Enrichment courses will meet every other day on “A-days” and “B-days.”

Student Assessment

Georgia had significant revisions to the state assessments during the 2014-2015 school year. Drew’s Junior Academy administers the Georgia Milestones assessment and also the MAP assessments multiple times a year.

Tentative Testing Calendar as of 7/31/2019 Middle Schools (6th – 8th grades)

August 12 – September 11	Universal Screener Fall Window (STAR 6-8)
December 2 – December 20	Universal Screener Winter Window (STAR 6-8)
December 3 – 16	Georgia Milestones EOC tests Winter Administration (for identified 8 th grade students)
January 6 – February 14	NWEA Measures of Academic Progress (MAP) for Gifted Identification
January 15 – March 6	ACCESS for ELLs/Alternate ACCESS for ELLs
February TBD	NAEP Testing for 8 th Grade
March 23 – May 1	Georgia Alternate Assessment 2.0 (GAA 2.0) Pilot Administration
March 2 – April 1	Universal Screener Spring Window (STAR 6-8 for participating schools)
April 20 – May 7	Georgia Milestones EOC Tests (for identified 8 th grade students)
April 29 – May 14	Georgia Milestones EOG Tests in grades 6 through 8
May –June TBD	Georgia Milestones EOG Retest in Grade 8

School Wide Learning Outcomes

Traditional grading systems calculated students' grades based on weighted averages from categories like test, quizzes and homework. These systems often do not provide an accurate measurement of students' mastery of the content and skills. Students in the Junior Academy are assessed and graded on five learning outcomes listed below. Particular assignments might only be graded on one outcome, but other assignments might be graded across multiple learning outcomes. Once grades are calculated for each learning outcome, those grades are generally weighted according to the following percentages, in order to calculate students' final grades. Some courses may weigh the learning outcomes differently, based on their content.

45% - Knowledge and Thinking

25% - Written Communication

15% - Oral Communication

15% - Collaboration

Grading Scale

A = 90 – 100

B = 80 – 89

C = 70 – 79

F= 0 – 69

Promotion Requirements

Students in all grades are expected to successfully pass the Georgia Milestones, English, Mathematics, Science, and Social Studies and enrichment classes in order to be promoted. Final decisions on student retention are made by administration and will consider many factors of the school year.

Deficiency Notice Procedures

Teachers will issue a deficiency notice if a student's grade is below 75 at mid-quarter. This notice should come in the form of a progress report or email, which clearly identifies the potential causes of failure. In addition, if a student has above a 75 at mid-quarter but appears to be in jeopardy of failing later in the quarter, a deficiency notice should be issued immediately.

School Issued Materials, Supplies and Equipment

All textbooks, netbooks and some supplies are loaned to students for their use during the school year. Students are responsible for exercising care in the use of books and laptops. Students are required to return books and supplies to teachers at the conclusion of the course/school year. Students will be charged for damaged or lost materials, supplies, and equipment before replacements are issued. Students' information, including their diploma, will not be released until all accounts are cleared.

Community Service Policy

What is Community Service?

Community Service refers to service that a person performs for the benefit of his or her local community. Voluntary work is intended to help people in a certain area. It is also a part of the educational process. Community service can help enhance the quality of life within our school and community. Completing community service can help people step outside of their comfort zones and build relationships that might not have normally developed. As a Drew student, you should plan and reflect on your community service in order to sustain the highest quality of service learning. To that end, the program strives to instill in you an awareness of the multiple needs of the community, a sense of moral obligation to help those less fortunate and the desire to make your community a better place in which to live.

What types of activities constitute Community Service Learning?

- Activities which benefit the school or community provided that the community organizations benefiting from the services are non-profit, with the exception of hospitals, nursing homes, or educational activities. Religious organizations are permitted for any non-proselytizing activity.
- Activities which are not self-serving for a student or the student's family member.
- Activities which are not tied to a grade or done in school (i.e. - Musical performances with school groups to such places as nursing homes, will not count if the activity is tied to a grade in the music class.)
- Activities which render service to individuals who cannot otherwise provide for themselves.

What types of activities MEET the criteria of Community Service Learning?

- Participating in service projects as a member of a service club or community organization.
- Reading to the blind.
- Volunteering one's services at a local hospital, nursing home, etc.
- Volunteering one's services to individuals, i.e. senior citizens or the disabled.
- Hosting outside groups for school festivals.
- PTSA and Booster projects

- Volunteering as a coach or instructor for nonprofit organizations such as Little League
- Volunteering for political campaigns.
- ALL tutoring (not paid)
- Outreach programs of religious organizations and other non-profit organizations, which provide non-proselytizing service to the poor, sick, needy, etc.
- Participating in events, i.e., marathons, walks, races, which benefit charitable organizations. One hour of service credit will be awarded for each hour of service provided to the charity. Schools may establish criteria for school sponsored events as deemed appropriate.

Benefits

There are numerous benefits from volunteering! Research shows that volunteering can help improve self-esteem and personal growth. Community service also helps build leadership and communication skills. Community service brings people together and promotes civic engagement. Also, colleges will look at your volunteer hours when you apply and many scholarship applications focus on the importance of service.

Student Behavior and Dress

Remember that you represent Drew Charter School when you are out in the community. Your actions are a reflection on you and your school. All students are expected to follow our school norms. You are responsible for arriving at the given location on time, wearing the proper clothing, and respecting all the rules and regulations of the agencies with whom you are volunteering. Students are encouraged to wear a Drew Shirt when volunteering. You are responsible for asking about proper attire when contacting the agency. Volunteering directors and leaders reserve the right to send you home if you are inappropriately dressed.



Drew Charter School Family/School Compact

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

Student's Name _____ Grade: _____

Homeroom/Advisor: _____

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 in April of 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.

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 _____



JA/SA

Student Technology Handbook

Technology Goals

1. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Students apply digital tools to gather, evaluate, and use information.
4. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
6. Students demonstrate a sound understanding of technology concepts, systems, and operations.

Responsible Use Agreement for Students

At Drew Charter School (DCS), we use technology as one way of enhancing our mission to teach the skills, knowledge, and behaviors students will need to succeed in the global community. With new opportunities come new responsibilities. 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, laptops, netbooks, e-readers, interactive whiteboards, and more).

1. DCS technology is intended for educational purposes only.
2. All activity over the network or while using Drew technologies may be monitored and/or retained.
3. Access to online content via the DCS 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 school norms and Rules-to-Live-By online, as well as offline.
5. Misuse of school resources can result in disciplinary action.
6. DCS 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 teachers or administrative personnel of any concerns for safety or security (duty to inform).

Acceptable Use Policy

In accepting this agreement, students acknowledge and agree to adhere to the following rules and conditions:

I will use technology in a meaningful, safe, and responsible way.

Internet Access

School Provided Access - DCS provides its users with access to the Internet, including websites, resources, content, and online tools while on campus. That access will be restricted in compliance with CIPA regulations and school policies. Internet activity may be monitored and records may be retained indefinitely.

- I understand that the internet filter is a mandatory and vital safety precaution. I will not circumvent the Internet filter. I will follow the school protocol to alert the technology administrator (tech.support@drewcharterschool.org) or submit a site for review if a site is blocked and I believe it should not be. I will also follow school protocol to report sites that are not blocked, but I feel should be blocked.
- I understand that I represent Drew Charter School in all my online activities. Additionally, I understand that what I do on social networking websites should not reflect negatively on fellow students, teachers, or on the school.
- I will regularly back up my files to cloud based storage.

Web 2.0 (Email, Social, Collaborative Content)

Recognizing the benefits collaboration brings to education, DCS may provide users with access to websites or tools that allow communication, collaboration, and sharing. Availability and use may be restricted based on school policies.

- I understand that school provided email accounts should be used with care. Student email, files, photographs, app usage, etc. will be monitored and archived to meet legal obligations.
- I will use email and other means of communications (e.g. blogs, wikis, podcasting, chat, instant-messaging, discussion boards, virtual learning environments, etc.) responsibly.
- I will not give out personally-identifying information online or offline, such as name, address, photo or other identifying information online, including username and password. Sharing inappropriate personal information or content is strictly prohibited.
- I will be cautious when opening files or following links from unknown or untrusted origin.
- I will communicate with appropriate, safe, mindful, and courteous conduct.

Personally-Owned Devices Policy

Security

Users are expected to take all reasonable safeguards against the transmission of security threats (viruses, worms, spyware, etc.) over the school network. This includes not opening or distributing infected files or programs and not opening files or programs of unknown or untrusted origin.

If a device is believed to be infected with a virus, please alert school personnel immediately. The user should not attempt to remove the virus or download any programs to help remove the virus.

- I understand that all school equipment, the school network, and my school account are property of Charles R. Drew Charter School and can be monitored.
- I will not change or attempt to change the configuration of, install, or remove software or hardware. I will not remove or attempt to remove identification tags on the Lenovo Laptop or deface with stickers, marking pens, etc.

Downloads

Users may be able to download file types, such as images or videos; however, for the security of the school's network, such downloads should only be from reputable websites, and only for educational purposes. Streaming non-school related video and audio is strictly prohibited during the school day unless directed otherwise by school personnel. Students may be selected at random to provide their device for monitoring and inspection.

Netiquette and Personal Safety

Communicating over the Internet brings the risks associated with the lack of face-to-face contact. Users should carefully safeguard the personal information of themselves and others.

- I will always use the Internet, network resources, and online sites in a courteous and respectful manner.
- I recognize that among the valuable content online, there is also unverified, incorrect, or inappropriate content.
- I will use technology resources productively and appropriately for school-related purposes. I will avoid using any technology resource in such a way that would disrupt the activities of other users.
- I will not attempt to use another student's assigned hardware, subscriptions, logins, files, or personal information.
- I will never share personal information, including phone number, address, social security number, birthday, or financial information, over the Internet without permission.
- I will never agree to meet someone that I met online in person in real life other than through school approved and supervised academic purposes.
- If I see a message, comment, image, or anything else online that makes me concerned for my personal safety or the safety of another student, I will bring it to the attention of school personnel immediately.
- I will not use my Drew-assigned technology device to record (audio/visual) others without their permission.

Plagiarism

- I understand that all students are prohibited from plagiarizing (use as their own, without citing the original creator) content, including words or images, from the Internet.

- I will not take credit for content I did not create myself, or misrepresent myself as an author or creator of something found online.
- I understand that research conducted via the Internet should be appropriately cited, giving credit to the original author.
- I understand that I am prohibited from accessing sites that promote plagiarism. These sites should be reported to school personnel.

Cyber-bullying

The National Crime Prevention Council defines cyber-bullying as: “When the Internet, cell phones, or other devices are used to send or post text or images intended to hurt or embarrass another person.”

Types of Cyber-bullying - Cyber-bullying can take many forms. Properly identifying and preventing cyber-bullying requires an understanding of the different ways technology can be used to hurt others:

1. Flaming- Online fights using electronic messages with angry or vulgar language.
2. Harassment- Repeatedly sending nasty, mean, and insulting messages.
3. Denigration- "Dissing" someone online. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships.
4. Impersonation- Pretending to be someone else and sending or posting material to get that person in trouble or damage his or her reputation.
5. Outing- Sharing someone's secrets or embarrassing information or images online.
6. Trickery- Tricking someone into revealing secrets or embarrassing information and then sharing it online.
7. Exclusion- Intentionally and cruelly excluding someone.
8. Cyberstalking- Repeated, intense harassment and/or denigration that includes threats or creates significant fear.

Source: “An Educator’s Guide to Cyberbullying and Cyberthreats,” by Nancy Willard

DCS Position on Cyber-bullying and Digital Citizenship

1. Students shall receive education including, but not limited to appropriate online behavior in social networking sites, chat rooms, electronic communications, etc.; the dangers inherent with the online disclosure of personally identifiable information; and, consequences of unlawful activities, including cyber-bullying awareness and response, other unlawful or inappropriate online activities by students.
2. Cyber-bullying will not be tolerated and is strictly forbidden.

3. Engaging in cyber-bullying to harm (physically or emotionally) another person will result in severe disciplinary action and loss of privileges.
4. In some cases, cyber-bullying can be a crime.
5. The user should remember that digital activities are monitored and retained.
6. Report cyber-bullying immediately to school personnel.

Limitation of Liability

DCS will not be responsible for damage or harm to persons, files, data, or hardware. While DCS employs Children's Internet Protection Act (CIPA) compliant filtering and other safety and security mechanisms, and attempts to ensure their proper function, it makes no guarantees as to their effectiveness. DCS will not be responsible, financially or otherwise, for unauthorized transactions conducted over the school network.

- I understand that I am responsible for monitoring all technology resources while they are in my possession. I am financially responsible for any damage to, or theft of technology equipment taken off the campus of Charles R. Drew Charter School.
- I understand that I am only allowed to use my Drew-assigned technology device while on campus at DCS, and I am not allowed to take the device home or off campus.
- I will report loss/theft of the Drew-assigned technology device to parents, school, and proper authorities (police) within 24 hours.
- *Appropriate use*
- I will not use Drew Charter School resources for political advertising, lobbying, or campaigning.
- I will not use Drew Charter School resources for the promotion of commercial goods or services for personal gain.

I will use technology in accordance with the laws of the United States and the State of Georgia, which include the following:

- Criminal acts – These include, but are not limited to, “hacking” or attempting to access computer systems without authorization, harassing email, cyberbullying, cyberstalking, child pornography, vandalism, and/or unauthorized tampering with computer systems.
- Libel laws – Publicly defaming people through the published material on the Internet, email, etc.
- Copyright violations – Copying, selling or distributing copyrighted material without the express written permission of the author or publisher (users should assume that all materials available on the Internet are protected by copyright), engaging in plagiarism.

Violations of this Responsible Use Agreement

Violations of this policy may have disciplinary repercussions, including:

1. Restrictions placed on devices
2. Notification of parents
3. Detention or suspension from school and school-related activities
4. Loss of technology privileges
5. Legal action and/or prosecution
6. Financial Consequences

- I understand that school administrators deem what conduct is inappropriate use, if such conduct is not specified in this agreement.

Examples of Responsible/Irresponsible Use

Responsible:

- + Use school technologies for school-related activities.
- + Follow the same guidelines for respectful, responsible behavior online and offline.
- + Treat school resources carefully, and alert staff if there is any problem with their operation.
- + Encourage positive, constructive discussion when using communicative or collaborative technologies.
- + Alert school personnel of threatening, inappropriate, or harmful content online.
- + Use school technologies at appropriate times, in approved places, for educational pursuits.
- + Cite sources when using online sites and resources for research.
- + Recognize that use of school technologies is a privilege and treat it as such.
- + Be cautious to protect the safety of everybody.
- + Help to protect the security of school resources by reporting misuse or illegal activities.

Irresponsible Use:

- - Use school technologies in a way that could be personally or physically harmful.
- - Attempt to find or create inappropriate images or content.
- - Engage in cyber-bullying, harassment, or disrespectful conduct toward others.
- - Try to find ways to circumvent the school's safety measures and filtering tools.
- - Downloading apps that are rated 12+ or higher, or explicit material.
- - Use school technologies to send spam or chain mail.
- - Plagiarize content found online.
- - Post personally-identifying information, about others or myself.
- - Agree to meet someone met online in real life.
- - Use of chat rooms, sites selling term papers, book reports and other forms of student work.
- - Illegal installation or transmission of copyrighted materials.
- - Use language online that would be irresponsible in the classroom.

- - Use school technologies for illegal activities or to pursue information on such activities.
 - - Attempt to hack or access sites, servers, or content that is inappropriate.
 - - Gaining access to other student's accounts, files, and or data.
 - - Listening or viewing media or books labeled "Explicit"
- *This is not intended to be a complete list, just a few specific examples.

Handling and Care of Laptops

General

- All devices must remain free of any writing, drawing, stickers, or labels that are not applied by the DCS technology team.
- Use the laptop/Chromebook or device on a flat, stable surface.
- Do not set books on Drew issued technology devices.
- Do not have food or drinks around DCS technology devices.
- Wipe surfaces with a clean, dry soft cloth.
- Avoid touching the screen with pens or pencils.
- Do not leave devices exposed to direct sunlight or near any heat or moisture sources for extended periods of time.

Transport, Monitoring, and Supervision

- Students must keep the laptops in a book bag or protective sleeve when in transition between classes
- Users should walk while transporting technology devices.
- Do not carry devices on top of large stacks of books or other materials.
- Do not leave devices unattended in an unlocked classroom, a bathroom, or during an extracurricular activity.
- Do not lend devices to a classmate, friend, or family member.
- You are responsible for the safety and security of all technology devices and any activity on the device at all times.



Student Technology Handbook and User Agreement Acknowledgement

I understand and will abide by the Responsible Use principles outlined in the Student Technology Handbook. I will follow our school norms, listed below, in my use of technology. Should I commit a violation, I understand that consequences of my actions could include suspension of computer privileges, disciplinary action, financial consequence, termination, and/or referral to law enforcement.

Honor Trust

Show Respect

Act Responsibility

Present

Professionally

In addition, I will adhere to the following Technology Rules-to-Live-By:

***Hear Ye! Hear Ye!** – Whenever I am in public spaces (hallway, cafeteria, gym, etc.) before or after school, I will keep one earbud or headphone off so that I can hear other students and school staff.

Pack It, Don't Stack It –In class, I will keep my laptop secured and on a flat surface or under my seat. I will never carry my Drew-assigned device on stacks of books or in my hand without a case.

Say Cheese – I will ensure that if I take pictures or video, I have the consent of everyone being photographed. In other words, pictures and videos should be posed and should not include hallways, classrooms, cafeteria, etc. in which individuals can be identified.

Call Me Maybe (Not) – I will not make or receive phone calls or video calls during the school day. I will provide my parents/guardians with the school phone number, (470) 355-1200, to reach me during the day. If I need to make a phone call, I will ask for permission to use a school phone and keep my cell phone locked in my locker.

Damage Control – I will immediately report damage to my Drew-assigned device to our technology staff in the “Genius Bar.” If a staff member sees damage to my laptop, it will immediately be removed for repair.

The Rule of the Amish – The privilege to use school and personal technology is not universal. Junior Academy students are not permitted to use personal electronic devices in their classes unless given specific permission by their teacher. All school staff members reserve the right to restrict the use of technology in specific classes, for specific periods of time and for specific students.

Location, Location, Location- I will keep my Drew-issued device on school grounds and will be responsible for returning the device to the assigned cart at the end of each day. I will not take my device off campus.

Student Name (Print)

Student Signature

Date

Parent Responsibilities and Terms

Your child has been loaned a Drew Charter School technology device for use while at Charles R. Drew Charter School to enhance his/her educational experience this year. It is essential that the Charles R. Drew Charter School Acceptable Use Policy be followed to ensure the safe, efficient and ethical operation of all technology resources. In order for your child to use the Drew-assigned technology device in class, you must be willing to accept the following terms and responsibilities:

- I have read the Acceptable Use Policy and discuss it with my child.
- I will discuss appropriate use of the Internet and help them understand possible consequences for inappropriate use.
- I will instruct my child to keep the Drew-assigned device in a secure location when not in use in class.
- I understand that the Drew issued device assigned to my child is for use at school only and should never leave school grounds or be brought home.
- I will not attempt to repair the Drew-assigned device or have the device repaired through a private service.
- If my child damages a device, I will pay for repairs within 30 days of receipt of an invoice from the school or make financial arrangement within that timeframe.
- I will ensure that my child reports any problems or damage to the Drew-assigned device to the Technology Manager.
- I will not change or attempt to change the configuration of software or hardware.
- I will not download or attempt to install any programs or files from the Internet or other sources.
- I will not remove any program or files on the Drew-assigned device except personal documents of my child.

As the parent or guardian of this student, I have read the Responsible Use Agreement for Students. I understand that technology is provided for educational purposes in keeping with the academic goals of Drew Charter School, and that student use for any other purpose is inappropriate. I recognize it is impossible for Drew Charter School to restrict access to all controversial materials, and I will not hold the school responsible for materials acquired on the school network. I understand that children's technology activities at home should be supervised as they can affect the academic environment at school.

Failure to abide by the above guidelines may result in the student losing the privilege of using the Drew-assigned technology device.

Financial Terms of Technology Use

Malfunctions due to factory defects will be covered under the warranty and are not the responsibility of students and families. However, accidental and intentional damage are not covered under warranty. **In the event that it is determined that a student either intentionally damaged school technology or was negligent and not protecting technology from damage, families are required to pay for either the repair or replacement of the Drew-assigned technology device.** Failure to pay for repairs or replacement will result in a hold being placed on student records and jeopardize the student's enrollment. Below are two of the most frequent repairs and the corresponding costs:

- Total Replacement: \$300
- Cracked Screen (does not require replacement of the laptop) ~ \$90
- Laptop Missing Key ~ \$75

I hereby give permission for my child to use technology resources at Charles R. Drew Charter School. Further, I agree to accept all Parent Responsibilities and terms, including financial terms, indicated in this acknowledgement.

Parent/Guardian's Name (please print) _____

Parent/Guardian's Signature _____ Date _____

Parent/Guardian's Email Address _____