



**CHARLES R. DREW CHARTER SCHOOL  
ELEMENTARY ACADEMY HANDBOOK  
2022-2023**

## 2022–2023 ELEMENTARY ACADEMY FACULTY/STAFF ROSTER

Leadership Team		Courtney Green	Ashley Sparks	Joe Weems - Robotics
Peter McKnight, Head of School		Murrillisa McLean		Arielle White-Mitchell - Dance
Monisha O'Neill, EA Principal		Quiante Neal		Physical Education
Dr. Keisha Hancock, PK-12 Dean of Academics		Megan Pepper	Laura Welby	YMCA Staff
Bethany Paquette, 3-5 Dean of Students		Frances Smith		
Joi Thrash, PK-2 Dean of Students		Lauren Tippins		
Terrilyn Ali, JA Principal		Ain Drew (RTI)		
Tameka Allen, SA Dean of Students		Third Grade		Support Staff
Curtis Augustin, Director of Technology		Markel Elkins		Corvell (Scott) Anderson - Recess Support
Courtney Bryant, Director of Enrichment		Melissa Ford		Steven Anderson - Fine Arts Coordinator
Tracy Edwards, Director of Athletics		Roxy Johnson	Morgan Feeney	Eric Ayers - Makerspace Manager
Leonardo Freyre, CFO		Dr. Anne Martin	Eden Abate	Crystal Bankston - Special Education
Terra Gay, Director of Culture & Equity		AnnaMarie Minturn	Melissa Bowie	Shakyla Barrow - Math Lab
			Jessica Gellerstedt	Bernice Braithwaite - Secretary
Shaun Harris, JA Dean of Students		Lauren Myers		Jemario Brown - Math Lab
Juliet Karanja-Pinder, Dir. of Student Services		Sydney Carthan		Antonio Brewer - Attendance Specialist
Julie Koriakin, Dir. of Facilities & Risk Manage.		Lauren Coleman (RTI)		Elizabeth Carpenter - Literacy Center
Lindsey Luczynski, Dir. of Strategic Partnerships		Fourth Grade		Twana Cannon - Media Specialist
Kendrick Myers, SA Principal		Astra Armstrong - ELA/Social Studies		Theresa Cartwright - School Operations Manager
Hannah Page, Director of Research & Data		Elizabeth Coyne - Math/Science		Jere Chang - Gifted Teacher
Charisse Richardson, Director of Strategy		Taylor Endozo - Special Education		Sherrie Charles - Parent Liaison
Tanya Shannon, Director of Talent		Kristin Felder - Special Education		Seledia Clayton - Literacy Center
Nicole Tuttle, Coordinator of Pre-K		Jermain Hundley - Math/Science		Justin Clements - Long Term Substitute
Rachel Weaver, Dir. of College & Career		Aja Patterson - ELA/Social Studies		Jamie Cooper - Resource Teacher
Pre-Kindergarten (12)		Jasmine Stevens - Math/Science		Kari Davis - Front Desk Support
Kenya Hayes	Eleanor Daniel	Jessica Stillwell-Webb - Special Education		Lorinda Davis - Resource Teacher
Britni Swann		Sivi Thomas - ELA/Social Studies		Laurie Dunaway - Registrar
Jasper Bloomingdale	Megan Green	Derek Thompson - Math/Science + RTI		Landon Finley - Admin Assistant
Sasha Daniels		Fifth Grade		Brittney Ford - Math Lab
Derek Henderson	Charisse Tate-Upshaw	Nadirah Ali - Special Education		Donna Gaudin - Secretary
Julia Watkins		Jahannah Christian - Special Education		Kaye Gearing-Graves - Nurse
Ashley Buchanan	Tirrica David	Daron Frazier - Math		Kaytlyn Greene - Long Term Substitute
Nannette Melton		Tiffany Edwards - ELA		Jasmine Hall - Math Lab Teacher
Kindergarten		Francisco Gracia - Math		Jennifer Henderson - Literacy Coach
Tonya Allen	Michelle Green	Christopher Grier - Special Education		Ronita Hodges - Project Facilitator
Allison Johnson	Edith Whitaker	Tiffany Harris Hall - Social Studies		James Holmes - SELT
Kari-Ann Lee	Anastashia Miller	Chelsea Mitchell - ELA		John Hughley - School Resource Officer
Miriam Moore	Bianca Lewis Gueye	Katie Pulliam - Special Education		Natasha Jenkins - PBL/SEL Instructional Coach
	Moriah Ammons	Kathryn Riggan - Science		Tamila Jackson Whitaker - 3-5 Counselor
Gianna Romo	Crystal Cortanza	Bernetta Jones (4-5 RTI Math)		Ashley Johnson - Literacy Center
Tonja Thomas	Carol Goolsby	Mary Ann Marcelin (4-5 RTI Math)		Cheryl Johnson - Literacy Center Teacher
Lisa Wilson	Keisha Jones	Samantha Strain (4-5 RTI Reading)		Kimberly Miller - PK-Grade 2 Counselor
First Grade		Enrichment		Jeremiah Neeley - Long Term Substitute
Anya Coggin	Joy Moore	Mary Bongiovanni - STEAM Lab		Justin Norris - Long Term Substitute
Evonia Elam-Jack		Stacey Bradley - Environmental Sciences		Roshana Paxton - Mindful NEST
Adrienne Jenkins		Kristan Faust - Orff Ensemble		Sherique Ransby - Gifted Coordinator
Bethany Loria		Claudia Fitzwater - Spanish		Nuri Rashied - STEAM Team
Dr. Shelitha Nelms	Neka Haywood	Elizabeth Johnson - Chorus		Keayonna Reaves - RISE ASP Coordinator
Lakeisha Patillo		Matthew Lathrop - Visual Arts		Ronald Sanders - Long Term Substitute
Krystal Reeves		Melinda Mauter - Orchestra		Jeanne Shepherd - Advanced Math
Rachel Ehrlich (K-1 RTI)		Paul Nicolson - Engineering		William Stevens - Maintenance
Whitney McCarroll (K-1 RTI/ESOL)		Khalil Pettway - Theater	3	Ashley Thomas - Wellness
Second Grade		Krickett Pflug - Technology		Tai Twyman - Math Instructional Coach
Natalya Almond		Stephen Ross - Band & Guitar		Seth Tyler - Resource
		Samiyah Sumpter - Orchestra		Devan Watson - SST Coordinator
				Quintavus Williams - Special Education

# Charles R. Drew Charter School | 2022-2023 | Student Calendar

25 - First Day of School

JULY 2022						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2 - Semester Break  
3 - Start of Quarter 3  
16 - MLK Holiday (NO SCHOOL)

26 - Asynchronous/Conference Day

AUGUST 2022						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

20 - 24 - Winter Break (NO SCHOOL)

5 - Labor Day (Holiday)

SEPTEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MARCH 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

17 - Asynchronous/Conference Day  
20 - Start of Quarter 4

10 - 14 - Fall Break  
17 - Start of Quarter 2

OCTOBER 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3-7 - Spring Break (NO SCHOOL)

8 Election Day (NO SCHOOL)  
21-25 Thanksgiving Break

NOVEMBER 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2023						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

25 - Last Day of School  
26 - First Day of Summer Break  
29 - Memorial Day (Holiday)

19-30 Semester Break

DECEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2023						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

19 - Juneteenth (Holiday)

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

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

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

If the school decides not to amend the record as a requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing in regarding the request for amendment. Additional information regarding the hearing procedures can be found in Policy/Regulation, Student Records, at [www.atlantapublicschools.us](http://www.atlantapublicschools.us).

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

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

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

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

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



agencies; colleges; universities and other post-secondary institutions; scholarships-granting organizations; and other entities as approved by the Superintendent or his/her designee.

Directory information is information that is generally not considered harmful or an invasion of privacy if released. Directory information includes student name; student address; student telephone listing; email address; photograph or image; date and place of birth; student grade level; student participation in officially recognized clubs and athletic activities; student weight and height, if the student participates in an athletic activity; dates of attendance at Drew; enrollment status; most recent educational agency or institution attended; and degrees, honors, and awards received.

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

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

**Parents/Guardians of students under 18 years of age or a student 18 years of age or older objecting to the release of this information should place their objection in writing and notify the student's Dean of Students, no later than September 30, 2022, or written ten calendar days of the student's enrollment.**

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



## PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Child Abuse**

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

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

### **Drew Nondiscrimination**

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

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

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

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

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

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

## ABOUT US

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

Recognizing a quality school is the key to a healthy, revitalized neighborhood, the East Lake Foundation, in partnership with the Atlanta Board of Education and parents in the community of East Lake, opened Charles R. Drew Charter School—the city of Atlanta's first charter school—in August, 2000. Drew Charter School started with 240 children in grades K-5 and now serves approximately 1,800 students in grades Pre-K–12.

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

### Purpose

Charles R. Drew Charter School serves as a key component of the cradle-to-college pipeline within the holistic East Lake neighborhood revitalization. Drew was founded for the purpose of providing an excellent education to the children living in the Villages of East Lake. Drew Charter School will continue to center its work around serving students from the Villages of East Lake and students from economically disadvantaged families in a mixed-income setting. Drew is committed to ensuring that each child reaches his or her full potential and paving a pathway for each student's long-term health, growth, and success in life.

### Vision

Drew Charter School students will possess the knowledge, skills, passion and intellectual inquiry to successfully navigate and create positive change in the world.

### Mission

Drew Charter School educates, nurtures and empowers all students to achieve their full potential as part of an exemplary, innovative, and equity-centered community.

### Philosophy

Drew Charter School's approach is based on our commitment to equity, particularly the belief that every child has gifts and talents that must be explored and nurtured. We believe in encouraging all students to reach their full potential. A Drew education supports strong intellectual, physical, social, and emotional growth.

### Diversity, Equity & Inclusion

The school's commitment to equity is anchored by support from Drew's Board of Directors who in the fall of 2019 adopted the following equity statement formalizing their commitment to equity at Drew.

At Drew Charter School, we are committed to seeing and embracing the entirety of each child, creating a culture that is inclusive of all students and their families, and providing a rich educational experience rooted in equity and compassion.

### What Is a Charter School?

Charter schools are public schools of choice that have greater flexibility in implementing teaching methods and philosophies. A charter school operates according to the terms of a charter, or contract, that has been approved by a local and state board of education. The charter school may request waivers from certain provisions of Georgia state law and any state or local rule, regulation, policy, or procedure relating to schools in the school district. In exchange for this flexibility, the charter school is bound by contract to be held accountable for meeting the performance-based objectives specified in the charter. The State Board of Education and Atlanta Public Schools Board of Education recently approved the renewal of Charles R. Drew Charter School's charter contract for a five-year term beginning July 1, 2022 through June 30, 2027.

### **Educational Approach**

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

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

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

Drew's STEAM model adds creativity and design-thinking, associated with the arts, to the traditional STEM disciplines. This focus begins in the Elementary Academy, continues throughout the Junior Academy and guides our selection of career pathways at the Senior Academy level (Engineering/Design and Business Technology). This model also assists with the creation of projects, the integration of courses and the planning of special events (e.g. – STEAM Career Day, DESIGNORAMA and STEAM Day). We believe that this focus will help students develop 21st Century skills and experiences in order to be successful in a rapidly changing and technologically advancing world. In 2017, Drew's Elementary Academy became the first charter school in the state of Georgia to earn the GADOE STEAM Certification. Drew's Junior Academy earned this designation in 2019 and the Senior Academy earned this designation in 2022. It is important to note that in addition to a focus on STEAM, students receive a strong foundation in literacy and mathematics, all under the umbrella of Project-Based Learning.

### **Project Based Learning**

Project Based Learning (PBL) is an instructional approach that engages students in authentic learning designed to answer a question or solve a problem. Students learn 21<sup>st</sup> Century skills as they learn core content through rigorous, hands-on experiences. Unlike projects that are sent home in addition to the "real" work, in a PBL environment, projects are the centerpieces of the lesson. Teaching occurs through the project, rather than teaching and then doing a project. PBL is the main course, not the dessert. Students use technology tools in ways that professionals do- to communicate, collaborate, research, analyze, create, and publish their work for authentic audiences. Evidence of student work is visible throughout the school and is shared publicly with the community via quarterly PBL Showcase events. All PBL Showcases will occur in the virtual format during the 2022-2023 school year.

### **Enrichment**

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

Drew prescribes to an exposure approach in kindergarten through grade 3, meaning students will experience classes from all Enrichment areas. In grades 4 and 5, students participate in a course selection process and commit to taking either semester- and/or year-long Enrichment classes. This process allows students to explore areas of interests and hone in on their strengths and talents. Kindergarten through grade 3 students attend two, 40 minute courses daily, while grade 4 and 5 students attend 80-minute Enrichment classes on an A/B Day schedule

## ENROLLMENT AND REGISTRATION

### Enrollment and Admissions

Drew Charter School's enrollment policies and priorities are determined by its charter agreement with Atlanta Public Schools and the Georgia Department of Education. Drew's current charter is for the school years 2022-2023 through 2026-2027. Enrollment policies can be found [here](#), and enrollment priorities can be found [here](#).

### Verification of Residency

Drew Charter School is part of the Atlanta Public Schools (APS) system. According to its charter agreement, a student must live within the APS district (the City of Atlanta) or be the child of a current fulltime employee or Board Member of Drew Charter School in order to attend Drew Charter School. A student's address will be determined based on the bona fide primary residence of the custodial parent/legal guardian. The address of residence is subject to verification via phone, U.S. mail, home visits and all other legal means by school administration or their designee at any time while a student is enrolled at Drew Charter School. Except as provided for above, children who do not live in the APS district are not eligible to attend Drew Charter School. If you move out of the APS district, your child will no longer be eligible to attend Drew and must be withdrawn. A student admitted under false information is illegally enrolled and will be dismissed from Drew Charter School upon discovery, with the student's parent/legal guardian subject to criminal charges and civil liability. Notwithstanding the foregoing, children of current full-time employees or board members of Drew Charter School are eligible to attend Drew Charter School as provided for in the charter agreement.

### Custody

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

### Change of Address

If a student's residence or contact information changes during the school year, the parent or guardian is required to notify the school. The parent or guardian should complete [this online change of address form](#), which includes a place to upload new proof of residency documentation. This information must be submitted within fourteen (14) days of any move or change of address.

### 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.

**Current Student Re-enrollment**

A student enrolled in kindergarten through 11<sup>th</sup> grade at 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 reenrolled by the date established annually by the Mission Committee. Students who have been withdrawn or students who do not maintain an active enrollment at Drew may only return if they are seated through the annual lottery and complete the required enrollment process. Any exception to this (ex: returning after expulsion or independent study abroad) must be reviewed and approved by the Mission Committee on a case-by-case basis. Students who are enrolled in Drew's Cox Pre-K Program must enter the lottery for kindergarten placement and do not participate in re-enrollment.

**Withdrawal from School**

At the time of withdrawal, students must pay remaining cafeteria balances, return all textbooks, library books, and other school-owned items. Any such items not returned, and any other school- related expenses for which the student is responsible, must be paid for at the time of withdrawal. The school may withhold grade reports, diplomas, and/or certificates of progress until restitution is made for lost or damaged textbooks and/or media materials. When students transfer or withdraw from school, parent(s)/guardian(s) are required to complete the online withdrawal form for their student's Academy. The Elementary Academy withdrawal form is available [here](#), and the Junior/Senior Academy withdrawal form is available [here](#). A 48-hour period is necessary to process all withdrawal paperwork. Students' grades and transcripts will not be released until all accounts are cleared. In situations where a custodial parent enrolls a child in school, that same parent should be the person who withdraws the child from school. However, the custodial parents who enrolled the child in school may give certified written permission to the school to allow a non-custodial parent to complete withdrawal procedures. Drew Charter School may withdraw a student without parent/guardian permission as required and permitted by the Georgia State Board of Education Rules.



## ATTENDANCE

### Attendance Policy

Drew Charter School maintains attendance regulations that follow guidelines of the Atlanta Public Schools Attendance Policy. Students are expected to be in school except in cases of illness or emergency (see list of Excused Absences and Tardies below). Only when attendance is regular and punctual can students fully capitalize on the many opportunities for successful learning that this school offers. The school and its families must work together to ensure the regular attendance of all students. While the school recognizes the value of family trips, it is strongly recommended that such trips correspond with the generous vacations already built into the school calendar to avoid the loss of valuable class time. Students are responsible for any work missed due to an absence, whether excused or unexcused. Parents are required to notify the school of a child's absence as soon as possible and preferably before the start of the day on which the student will be absent. If the school has not been notified about an absence in a timely manner, the school will attempt to contact the family by phone to inform them about the student's absence. Parents can also verify their child's attendance via the Infinite Campus Parent Portal. ***\*NOTE: Students who arrive to school after 11:30 a.m. will be counted as absent for the day and will not be allowed to attend school without a doctor's notice.***

### Truancy

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

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

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

### Absence Policy

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

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

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

### **Excused/ Unexcused Absences**

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

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

Excusable absences permitted by Georgia Board of Education attendance rules:

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

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

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

### **Absence Documentation Requirement**

#### *Parent's Notes*

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

#### *Doctor's Note*

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

### **Participation in Extracurricular Activities**

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

### **Make-Up Work**

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

### **Tardiness Policy**

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

### **Tardiness Procedures**

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

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

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

### **Late Pick-Up**

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

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

Please note that the school will make every effort to contact you should your child not be picked up by 5:30 p.m. Students not picked up by 5:30 p.m. will be referred to the school social worker for follow-up. In order to ensure the safety of your child, the school will contact the local authorities should a pattern of late pick-ups occur.

### **Early Dismissal**

Requests to be dismissed before the end of the school day must be limited to emergencies or medical appointments which cannot be taken care of during after school hours. Parents should not check out students for the purpose of avoiding car rider traffic. Students who need to leave early should bring a note from their parents on the morning of the day of the early dismissal. Parents have to check their child out early from the front desk using standard checkout procedures. Frequency of early dismissals will be monitored. Early dismissal ends at 3:00 p.m. Students will not be released for early dismissal after 3:00 p.m.

## GENERAL INFORMATION

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

### Arrival Procedures

All students must arrive and be in their classroom by 8:00 a.m. each morning (**8:30 a.m. for pre-kindergarten students**). Students will be considered late after the 8:00 a.m. bell. Students may be on campus as early as 7:15 a.m. and may eat breakfast up until 8:00 a.m. Students who arrive after 7:55 a.m. will not be allowed to join the breakfast line. Once they have arrived on campus, students are not permitted to leave school unless a parent, guardian or authorized person is physically present and presents a valid picture ID. Students walk to their classrooms independently. Parents and visitors will not be allowed in the building for morning drop-off. If you need to speak with your child's teacher, please send an email or leave a message with the main office.

### Birthday Celebrations

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

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

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

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

If you want your child to celebrate with his/her classmates send a small treat to share after confirming the day/time with your child's teacher. Birthday celebrations will be limited to 15 minutes; parents can ask teachers to share the experience with them via Zoom, as no parents/visitors are allowed in the building.

#### *Grades 4-5*

Birthday celebrations for students in these grades will take place during the child's lunch period. The cafeteria monitors will distribute treats towards the end of the lunch period. Please confirm the time of your child's lunch period with his/her homeroom teacher. Parents/visitors are not allowed in the building.

### Building Entrance

When students are dropped off or picked up, they must enter and exit the building through the identified grade level entry areas, unless otherwise advised.

### Clubs, Organizations and Extracurricular Activities

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right. Drew offers opportunities for students to engage in school-sponsored activities both School-wide clubs will also begin this year for students in kindergarten through fifth grades. While school- wide clubs are

new to the EA, both JA/SA have implemented school-wide clubs for years. School-wide clubs supplement classroom learning while creating a safe, positive environment for students to explore different interests and socialize with others. They also promote relationship building with an adult. Students will have an opportunity to select clubs that are of interest to them.

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

### **Communication**

#### *Weekly Principal Newsletter*

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

#### *Grade Level Communication*

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

### **Contacting Staff Members**

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

1. Parents/guardians should expect staff to respond to phone calls and emails within two business days (48 business hours).
2. Upon receipt of a conference request, staff members will attempt to schedule conferences within the next 10 business days. Conferences will be held on either Zoom or via telephone.

### **Dismissal Procedures**

Early dismissal ends promptly at 3:00 p.m. Please arrive before 3:00 p.m. if you need to pick your child up early. Dismissal procedures for your child should be communicated to your child's teacher at the beginning of the school year (i.e., walker, parent pick-up/car rider, private bus/van service, or RISE After School Program). Students are signed out daily using the Procure system. Parents must set up a Procure account to obtain a 4-digit code. Codes cannot be shared by multiple family members/ each person authorized to pick up a student must utilize their own unique code. The following dismissal procedures will be utilized:

#### *Pre-Kindergarten*

- Pre-kindergarten students use a different schedule for pre-k dismissal **only**. Pre-k dismissal procedures will be communicated to families by Ms. Tuttle, Pre-k Coordinator.
- Parents will be required to sign students out via the Procure system.

#### *Kindergarten*

- Kindergarten students will be escorted to their parent/guardian beginning at 3:45 p.m.
- Parents will be required to sign students out via the Procure system.

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

3:45 p.m. – 4:15 p.m.:

- All car riders will be dismissed from their classrooms via the Procure system. Car riders exit through the designated exit.
- All van riders will be escorted to the Tinker Yard exits to board vans/ after-school buses.

- All students in the RISE After School Program will be escorted to designated areas by assigned staff members
- All walkers will be dismissed from their classrooms via the Procure system at 3:45 p.m.

4:15 p.m.:

- Students not picked up by 4:15 p.m. will be escorted to the late pick-up area and will need to be checked out from there via Procure.
- Parents arriving after 4:30 p.m. will be assessed a fee of \$1 per minute per child beginning at 4:30 p.m. up until the time the parent arrives. Payment for late pick-ups is due at the time of pick-up.

### Dogs

Dogs are not allowed on school property.

### Dress Code

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

<b>Tops</b>	Hunter Green Knit Polo Style Shirt <ul style="list-style-type: none"> <li>· Collar required</li> <li>· Sleeves required</li> <li>· School logo/insignia only</li> <li>· Solid color only</li> </ul> Drew spirit wear (t-shirts, sweatshirts) Hunter Green Knit Polo Dresses Sweater – in Hunter Green, White or Khaki only
<b>Bottoms</b>	Khaki Pants, Khaki Shorts (not to exceed 1 inch above the knee) Khaki Jumpers, Khaki Skirts, Khaki Pants ( <b>Tan/Beige Color ONLY</b> )
<b>Footwear</b>	No open toed shoes
<b>Accessories</b>	Belt All accessories should be consistent with the spirit of the uniform policy. Head coverings are only allowed for religious reasons inside of the school building.
<b>Other</b>	When approved by the administration, select clothing may be allowed on particular school days. Professional dress will be requested or required for select events including project presentations and identified field trips.

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

### Emergency Procedures

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

### Field Trips

Field experiences are a major part of the curriculum and are heavily encouraged. Parents will receive notices of field trips in advance and will be required to sign a field trip permission form. At times a small contribution may be requested to help defray transportation or facility cost. No student will be penalized in

any manner or denied the opportunity to go on the field trip that is part of the regular academic program for failure to contribute. Under no circumstance will a student be allowed to leave the school grounds without a permission slip signed by a parent/ guardian. Students and parents are expected to adhere to all deadlines related to returning permission slips. Emails or verbal authorizations from parents are not allowed.

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

## Grading Scales

### *Kindergarten Performance Levels:*

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

Developing: Average achievement and practicing the skill

Proficient: Above average achievement and performing the skill accurately

Exemplary: Excellent achievement by performing the skill accurately and consistently

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

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

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

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

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

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

## Homework

Homework is an extension of the school day. Students are expected to meet the deadlines given by their teachers. The school-wide homework focus is on building fluency in both reading and mathematics, as well as to review concepts that have been previously taught. Students should read appropriate texts and

practice mathematics facts outside of the school day. Teachers may provide additional practice and reinforcement via online platforms, resources and Google Classroom.

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



**Lost and Found**

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

**Meals**

Breakfast and lunch will be available to all students daily. Students will eat breakfast and lunch in the cafeteria or designated area. Parents who do not want their child to eat school lunch are strongly encouraged to send lunch with their child to school. To limit classroom disruptions, students will not be called out of class to retrieve lunches left for students by parents. The following guidelines will be used for parents who need to drop off their child's lunch during the school day:

- Bring lunch only for students for which you are a parent/guardian.
- Leave the lunch in the designated area in front of the school building.

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

**Media**

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

**Money and Other Valuables**

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

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

**Multi-Media Center**

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

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

**Parent-Teacher Conferences**

Teachers are not available for parent-teacher conferences during instructional time. However, parents are encouraged to utilize the scheduled parent-teacher conference days to address student issues. There are scheduled parent-teacher conference days throughout the school year (August 26,

2021 and March 17, 2023). If you submit a complaint or issue, please allow time for an administrator and/or teacher to investigate your concern before issuing a response. All parent-teacher conferences will take place on Zoom or via telephone.

### **Progress Reports**

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

### **Restrooms**

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

### **Responsible Technology Use**

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

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

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



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

### Report Cards

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

- The overall quality of performance according to the standards of each discipline.
- The level of the student work (above, below, or on grade level).
- A brief description of any standards where a student is notably strong or weak.

### Retesting

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

### RISE After School Program

The RISE After School Program aims to provide a fun, enriching environment for students in grades

Pre-K through 6<sup>th</sup> that will encourage learning, inspire creativity, enhance social skills and reinforce academic standards through the use of Science, Technology, Engineering, Arts and Mathematics (STEAM).

The RISE After School Program is a fee based program that operates each full school day beginning at the end of the school day and ending at 6 p.m. General dismissal will begin officially at 5:45 and run until 5:30. Families will have a 15-minute grace period from 6-6:15 p.m. Beginning at 6:15 p.m., there will be a late fee of \$1 per minute, per child.

### **Room Parents**

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

### *Roles & Responsibilities*

The Room Parent is required to be a Level 3 Volunteer and must pass this clearance level. Information about how to obtain this level of volunteer status can be found on page 24 of the 2020-21 Elementary Academy Handbook. The Room Parent is responsible for maintaining a class list of emails in order to send out PTA announcements on a regular basis, this is an important part of our PTA communication and a vital role of the room parents. Once a Room Parent is in place they should initiate a meeting with the teacher(s) to determine what needs the Room Parent can fill. Most often this includes organizing and managing class parties, handling teacher birthday recognition, asking parents for supplies for class projects or handling a monthly snack calendar. The PTA Room Parent Committee Chair will be available for guidance throughout the year.

### **School Closing**

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

### **School Nurse**

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

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

### *Medication*

If a student needs to be administered medicine during the school day, it must be in the original container and a completed permission form must accompany the medication. This form may be obtained from the nurse's office. A parent/guardian must deliver prescription medications that are classified as controlled substances to the nurse's office. All medication will be stored and dispensed through the nurse's office. **Students are not allowed to bring medicine (prescription or over the counter) with them to school to administer to themselves or distribute to others.**

### *Sick Call*

After an assessment by the nurse, if it is determined that a student should not be at school, a parent, guardian, or emergency contact will be notified. Please contact the nurse's office when there is a change in health status to discuss your student's individual needs. If it becomes necessary for a student to take any form of medication at school, a signed note from a parent/guardian and doctor must be presented to the nurse. The nurse should be notified in writing if a student has a chronic illness or disability that could require special or emergency treatment. Students should not return to

school until fever -and/or vomit-free for 24 hours. Except as permitted by policy, medicine must be kept in the school clinic and dispensed by the nurse or his/her designee.

#### *Contagious Illness*

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

#### *Lice*

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

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

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

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

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

#### **Visitors**

All parents/ guardians and other visitors, must enter through the front lobby, check in at the front desk (identification required), and wear an identification badge at all times. Visitors must also adhere to applicable COVID-19 procedures. Any visitor found in the building without an identification badge will be asked to 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 required to submit necessary documents annually.**

##### Level III Clearance

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

- Any volunteer who will interact with students without a staff member will need to be

cleared by:

- 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.

## **PARENT AND STUDENT RESOURCES**

### **Child Find**

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

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

### **Homeless Children and Youth**

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

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

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

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

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

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

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



### **Hospital Homebound**

Hospital Homebound (HHB) instruction is designed to provide continuity of educational services between the classroom and home or health care facility for students at Drew Charter School whose medical needs, either physical or psychiatric, do not allow school attendance for a limited period of time. HHB instruction may be used to supplement the classroom program for students with health impairments whose conditions may interfere with regular school attendance (e.g., students receiving dialysis or radiation/chemotherapy; or students with other serious health conditions). For additional information, contact SST/RTI Specialist at Drew at your child's specific academy.

### **School Counselors**

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

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

### **School Health Services**

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

### **School Nutrition Program**

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

### **School Social Workers**

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

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

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

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

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

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

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

## **504 Procedural Safeguards**

### **1. Overview:**

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

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

The Request for Hearing must include the following:

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

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

### **3. Mediation:**

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

### **4. Hearing Procedures:**

- a. The SST/RTI Specialist will obtain an impartial review official who will conduct a hearing within 45 calendar days from the receipt of the grievant's Request for Hearing unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official.
- b. Upon a showing of good cause by the grievant or school system, the impartial review official, at his or her discretion, may grant a continuance and set a new hearing date. The request for a continuance must be in writing and copied to the other party.
- c. The grievant will have an opportunity to examine the child's educational records prior to the hearing.
- d. The grievant will have the opportunity to be represented by legal counsel at his or her own expense at the hearing. If the grievant is to be represented by legal counsel at the hearing, he or she must inform the SST/RTI Specialist of that fact in writing at least 10 calendar days prior to the hearing. Failure to notify the SST/RTI Specialist in writing of representation by legal counsel shall constitute good cause for continuance of the hearing.
- e. The grievant will have the burden of proving any claims he or she may assert. When warranted by circumstances of law, the impartial hearing officer may require the recipient to defend its position/decision regarding the claims (i.e., a recipient shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily).

- 34C.F.R. 104.34). One or more Drew representatives, who may be an attorney, will attend the hearing to present the evidence and witnesses, respond to the grievant testimony and answer questions posed by the review official.
- f. The impartial review official shall not have the power to subpoena witnesses, and the strict rules of evidence shall not apply to hearings. The impartial review official shall have the authority to issue pre-hearing instructions, which may include requiring the parties to exchange documents and names of witnesses to be present.
  - g. The impartial review official shall determine the weight to be given any evidence based on its reliability and probative value.
  - h. The hearing shall be closed to the public.
  - i. The issues of the hearing will be limited to those raised in the written and oral request for the hearing.
  - j. Witnesses will be questioned directly by the party who calls them. Cross-examination of witnesses will be allowed. The impartial review official, at his or her discretion, may allow further examination of witnesses or ask questions of the witnesses.
  - k. Testimony shall be recorded by court reporting or audio recording at the expense of the recipient. All documentation related to the hearing shall be retained by the recipient.
  - l. Unless otherwise required by law, the impartial review official shall uphold the action of the school system unless the grievant can prove that a preponderance of the evidence supports his or her claim.
  - m. Failure of the grievant to appear at a scheduled hearing unless prior notification of absence was provided and approved by the impartial review official or just cause is shown shall constitute a waiver of the right to a personal appearance before the impartial review official.
5. Decision:  
The impartial review official shall issue a written determination within 20 calendar days of the date the hearing concluded. The determination of the impartial review official shall not include any monetary damages or the award of any attorney's fees.
6. Review:  
If not satisfied with decision of the impartial review official, any party may pursue any right of review, appeal, cause of action or claim available to them under the law or existing state or federal rules or regulations.

### **Academic Interventions Literacy Center and Math Lab**

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

### **Gifted Education Program**

The Gifted Education Program provides differentiated instruction for intellectually advanced and creatively gifted students. According to Georgia Board Rule 160-4-2-.38, a gifted student is defined as one who demonstrates a high degree of intellectual and/or creative abilities, exhibits an

exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and /or special ancillary services to achieve at levels which commensurate with his or her abilities. Gifted students receive a minimum of five segments of instruction each week from a gifted endorsed teacher. Services may be provided using several instructional models: advanced content, resource model (meeting outside of the regular classroom with gifted endorsed teacher) and/or students may be placed in cluster groups within the regular education classroom of a gifted endorsed teacher. The specific courses for a student are determined by past classroom performance, nationally normed achievement test scores, and teacher recommendations.

## **STUDENT CODE OF CONDUCT**

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

We work hard to build meaningful and supportive relationships and create strong classroom communities, and we believe that our staff is exceptional at building student relationships and creating safe spaces for all students. We also focus on the use of restorative practices and mindfulness throughout our school day and when addressing student concerns and conflicts. We strive to be consistent and equitable in our discipline practices and use available supports to create positive experiences for our students. Our collective goal is to provide students with the skills to navigate peer and classroom interactions and engage in meaningful learning and experiences.

We utilize practices that do not isolate or exclude students from the overall classroom community, and we address student behaviors with a proactive and intervention-based approach, coupled with restorative practice principles. Our SEL support staff, and counselors are available to support staff as they create their ideal classroom culture and work to build meaningful relationships with students that collaboration, learning, and engagement occur at high levels. We also prefer to use proactive and restorative approaches rather than punitive, particularly when a behavior is new or is best handled using discussion and reflection. It is also important that there are clear and consistent approaches to addressing students' decisions that harm or hinder their learning and safety of themselves or others. Whenever possible, staff will engage students in analysis and discussion to understand why their behavior is harmful or inappropriate, as well as how students can make better decisions in the future. We strive to minimize time spent out of the classroom as much as possible due to the impact on learning and well-being, and work to ensure that when students are removed from the classroom community for any period of time, they are welcomed back into the community and feel comfortable in their role as a classroom community member.

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

### **Social Emotional Learning**

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

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

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

Goals for implementing SEL school wide include the following:

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

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

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

- Second Step's Social-Emotional Learning (SEL) program gives students the tools to excel in and out of the classroom. It is designed to help students develop in emotion management, situational awareness, and academic achievement.
- Second Step's Bullying Prevention Unit teaches kindergarten – grade 5 students how to recognize, report, and refuse bullying.
- Second Step's Child Protection Unit is designed to protect children and help keep them safe from abuse.

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

### **Learning Environment**

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

#### *Teacher/Staff Responsibilities*

- Teachers and staff shall promote mutual respect between students and adults
- Teachers and staff shall be prepared to meet professional responsibilities associated with their respective positions
- Teachers and staff shall develop and use cooperative discipline strategies including appropriate language of learning techniques and a consistent school-wide procedure to address conflict and problem solve with students
- Teachers and staff shall promote a sense of pride and community as evidenced by a friendly and inviting atmosphere, the presence of celebratory clubs and activities and



- fun and festive activities
- Teachers/administrators shall contact a student's parent/guardian in cases of serious infractions of the school code of conduct

#### *Parent/Guardian Responsibilities*

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

#### **Hallway Conduct**

Expectations for hallway behavior listed below:

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

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

#### **Bullying**

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

- Cyberbullying/Electronic Bullying: Bullying can occur on school property or through school technology resources, but can also occur through the use of electronic communications. Whether or not that communication originated on school property with school technology resources, if the electronic communication is directed specifically at students or school personnel, maliciously intended for the purpose threatening the safety of those specified or substantially disrupting the orderly operation of the school, creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose it is considered a form of cyberbullying.

Bullying behavior is defined as:

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

educational environment

- Has the effect of substantially disrupting the orderly operation of the school

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

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

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

### **Audio or Video Recording**

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

### **Behavioral Intervention Strategies**

*School-based Interventions:* Teachers and support staff work to address student behavior challenges using a variety of best practice strategies and approaches to addressing classroom disruptions, reflection, and modeling appropriate decision-making.

*Counseling Referral:* Interventions conducted by the counseling staff to provide students a space for sharing concerns and developing individual strategies and coping skills, also to resolve problems and improve communication between students.

*Restorative Practices:* A variety of strategies based in restoring and repairing harm that has been done are used when addressing student behavior issues or peer conflicts. This may include restorative circles and class/group meetings as well as opportunities to repair harm that are directly tied to the unwanted behaviors.

*Behavior Agreement:* The administrator, counselor or teacher, in consultation with the parent and student, will develop a behavior agreement. An agreement will identify specific behavioral areas of focus and provides reinforcement of using the desired behavior. This agreement will be supported and implemented by teachers and support staff and will also be shared with families.

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

that when not followed or the number of allowable fractions is exceeded, may lead to long-term suspension or expulsion.

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

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

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

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

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

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

also be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall include a description of the behavior and/or academic problems indicative of the need for transfer, a description of the alternatives explored, prior action taken to resolve the problem, and an invitation for an immediate formal hearing with the Principal and Head of School. At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence. The parents, should they so choose, may present materials to the Principal or Head of Schools for consideration. The Head of School will render a formal decision within 24 hours of the hearing. Upon requiring a student to transfer from Drew Charter School, a written notice will be sent to Atlanta Public Schools.

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

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

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

### **Chronic Disciplinary Problem Students**

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

Before any chronic disciplinary problem student is permitted to return from suspension, the parent/guardian of the student is required to attend a meeting. The principal may invite the counselor

and any additional relevant staff. The principal will note the conference in the student's permanent file.

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

### **Investigation of Misconduct**

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

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

### **Student Questioning by School Administrators**

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

### **Student Interaction with Social Workers and Counselors**

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

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

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

### **Student Questioning by Law Enforcement**

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

### **Levels of Infractions**

Charles R. Drew Charter School has the highest expectations for student conduct to promote a culture of excellence, inquiry, and academic rigor. Our primary goal is to educate, not employ

punitive measures as a regular practice; however, when the behavior of an individual student comes in conflict with the right of others or causes school/classroom disruptions, disciplinary action is necessary. Please note that Atlanta Public Schools Code of Conduct is utilized to determine specific disciplinary action.

# STUDENT CODE OF CONDUCT

## INTRODUCTION

The purpose of the Student Code of Conduct is to assist students, parents, teachers, and administrators in promoting and maintaining a positive teaching and learning environment.

The student code of conduct shall be distributed electronically or, for students/parents/guardians that request or require it, a hard copy will be provided to each student each school year and/or upon enrollment of each new student. The parents/guardians shall sign an acknowledgment of the receipt of the code of conduct and return the acknowledgment promptly to the school. An electronic acknowledgement form is available for parents/guardians and students by signing in the Infinite Campus parent or student portal. A parent or guardian who does not acknowledge receipt of the student code of conduct shall not be released of any responsibility with respect to the information contained within the code. The student code of conduct shall be available in the school office. Students/parents/guardians who do not have access to online resources, may obtain a paper copy of the Code of Conduct by contacting the Administrative Office at the student's school.

All students, regardless of age or grade level, are required to know the contents of the Code of Student Conduct and abide by it and any other rules of conduct imposed by the schools they attend. Parents are asked to read the Student Code of Conduct to understand the responsibilities of their children. Students who misbehave are subject to disciplinary action which could include suspension, expulsion or alternative school assignment.

A student whose words or actions are uncivil to fellow students or school staff and/or interferes with student access to a public education and/or a safe environment, will be subject to disciplinary action. APS or individual schools may impose campus or classroom rules in addition to those found in the Student Code of Conduct. These rules may be listed in the campus student handbooks or posted in classrooms.

Extracurricular activities, such as clubs and athletics, may impose their own standards of conduct, violations of which may not be a violation of the Code of Conduct but may result in extracurricular penalty or removal from the activities. Violations of these standards of behavior that are also violations of the Student Code of Conduct may also result in disciplinary actions being taken against the student, including but not limited to suspension, expulsion and/or the student being removed from participation in extracurricular activities, or exclusion from school honors, such as participation in commencement exercises.

Disciplinary action and the length of the assignment will be progressive and will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including positive disciplinary techniques. Disciplinary action will be related to, but not limited to, the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, whether the student was acting in self-defense, the effect of the misconduct on the school environment, intent or lack of intent at the time the student engaged in the conduct, and requirements of law (e.g., IDEA,



504). Because of these factors, discipline for a particular offense (unless otherwise specified by law) may bring into consideration varying techniques and responses. Principals or designees will have the authority to assign consequences based on behavior related to specific incidents. This may include differentiated discipline assigned on a case by case basis.

If a student, parent, and/or guardian is uncertain as to the interpretation of the Student Code of Conduct they should contact The Office of Student Discipline at 404-802-2239.

Any and all violations of the Code of Conduct will be part of a student's disciplinary record and may be used in a student disciplinary hearing pursuant to APS's progressive discipline process.

Suspension of a student from school for not 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 Associate Superintendent to discuss their child's discipline.

The Student Behavior Code provides examples of offenses that may occur and 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.

1. LOCATION OF VIOLATIONS: Except as otherwise provided herein, 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 APS 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;
- 1.1.6. En route to the student's home from school (Prior to imposing discipline regarding incidents occurring en route from school, school administration should consult with the Office of Student Discipline); and
- 1.1.7. School computers/devices issued to the student, computers/devices owned by APS, school technology resources wherever located including, but not limited to, all distance learning platforms, websites, and programs.

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.

2. INVESTIGATION OF MISCONDUCT: When a student code of conduct violation is reported or suspected, the principal or designee will determine whether the charge or complaint has a basis in fact and whether an investigation is warranted and, if so, will instruct appropriate personnel to conduct an investigation. The investigation may include, but is not limited to, an interview with the charged student or students, interviews with victim(s) and identified witnesses, if any, and interviews with 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. If the local school administration is uncertain as to the interpretation of the Code of Conduct, they are to contact the Office of Student Discipline.

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.

#### 2.1 Searches:

In accordance with Atlanta Public Schools' administrative regulation JCDAF-R(1), school officials may search a student if there is reasonable suspicion the student is in possession of an item that is illegal or against school rules. Student vehicles brought on any Atlanta Public Schools' campus, student book bags, school lockers, desks and other school property are subject to inspection and search by school authorities at any time without further notice to students or parents. Students are required to cooperate if asked to open book bags, lockers or any vehicle brought on campus. A student's refusal to cooperate with a search could result in a decision by the school administrator to involve the school resource officer or local law enforcement. Students who disrupt or refuse to cooperate with general or reasonable suspicion searches may be referred for disciplinary action. Alternative schools may use specialized searching procedures and criteria as allowed by law and as designated by the alternative school.

All staff members have the right to confiscate mobile phones when used in violation of policy JCDAF and its implementing regulation. 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.

The Atlanta Public Schools 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. APS employees will not be responsible for searching for lost or stolen mobile phone or other PEDs.

School computers and school technology resources are not private and open to school review at any time. Student lockers, desks and all school and classroom storage areas are school property and remain at all times under the control of the school. Periodic general inspections of these areas may be conducted by school authorities for any reason at any time without notice, and without student consent.

If a search yields illegal or unauthorized materials, such materials should be turned over in person to an Atlanta Public Schools Police Department school resource officer.

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. Repeated level 2 disciplinary violations and Level 3 violations may result in a student being referred to a disciplinary hearing.

3. **STUDENT QUESTIONING BY OFFICIALS:** Principals and Assistant Principals have the responsibility and authority to question students for the purpose of maintaining a safe and orderly school environment. Though it is important to inform parents about issues of concern, parental consent and notification is not required prior to the questioning of students.
4. **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, restorative practices, 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 four (4) levels of prohibited behaviors: Level 1 discipline (minor) offenses, Level 2 discipline (intermediate) offenses, Level 3 discipline (moderate) offenses, and Level 4 discipline (serious) 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, and/or involve bullying or physical threats, then, in addition to any discipline imposed, the student's parent/guardian may be required to meet with the Principal or designee to execute a behavior contract.

- 4.1. **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. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in [www.atlantapublicschools.us/titleix](http://www.atlantapublicschools.us/titleix).

4.2.

Level 1 Discipline	MINIMUM Discipline	MAXIMUM Discipline
Elementary	School based interventions and support Alternatives to suspension	School based interventions and support (1) day of administrative detention OR (1) day of In-School Suspension
Middle/High	School based interventions and support Alternatives to suspension	School based interventions and support (1) day of administrative detention OR (1) day of In-School Suspension

- 4.3. **Level 2 Discipline:** Level 2 discipline is used for INTERMEDIATE acts of misconduct which interfere with the good order of school. These include acts directed against people or property that do not seriously endanger the health or safety of others and serious disruptions of school order. Unique, serious, or multiple offenses may result in the offense being considered a Level 3 offense.

4.4.

Level 2 Discipline	MINIMUM Discipline	MAXIMUM Discipline
Elementary	School based interventions and support Alternatives to suspension	School based interventions and support (3) days of administrative detention
Middle/High	School based interventions and support Alternatives to suspension	School based interventions and support (3) days of administrative detention OR (3) days of In-School Suspension/Success Center Interventions

4.5. Level 3 Discipline: Level 3 discipline offenses are MODERATE acts of misconduct that place students or staff at risk of emotional or physical harm which may include threats to the health, safety, and/or property of others, and other acts of moderate or repeated misconduct. Unique, serious, or multiple occurrences may result in the incident being escalated to a Level 4 offense (except for students in grades K-2).

4.6.

Level 3 Discipline	MINIMUM Discipline	MAXIMUM Discipline
Elementary	(1) day of In-School Suspension/Success Center Interventions School based interventions and support Alternatives to suspension	(3) days of Out-of-School Suspension School based interventions and support
Middle/High	(1) day of Saturday School OR (1) day of In-School Suspension/Success Center Interventions School based interventions and support Alternatives to suspension	(3) days of Out-of-School Suspension School based interventions and support

4.7. Level 4 Discipline: Level 4 discipline offenses are SERIOUS acts of misconduct that place students or staff at risk of emotional or physical harm which may include threats to the health, safety, and/or property of others, and other acts of serious and repeated misconduct. Consequences may include out of school suspension and a disciplinary hearing referral or Title IX Grievance Process (as applicable) with a recommendation for further actions such as long-term suspension, expulsion, and/or assignment to an alternative education program.

Level 4 Discipline	MINIMUM Discipline	MAXIMUM Discipline
Elementary	(3) days of Out-of-School Suspension School based interventions and support	(10) days of Out-of-School Suspension School based interventions and support
Middle/High	(3) days of Out-of-School Suspension School based interventions and support	(10) days of Out-of-School Suspension School based interventions and support
A level 4 discipline response may include a disciplinary hearing referral. Student disciplinary hearing responses can include long-term suspension, expulsion, permanent expulsion, or assignment to an alternative education program. A combination of School based interventions and supports may also be appropriate.		

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

- 4.8.1. Classroom interventions (assigned seats, proximity control, nonverbal cues, etc.)
- 4.8.2. Teacher/student conference
- 4.8.3. School/parent contact
- 4.8.4. School/parent conference
- 4.8.5. Restorative practices (practices that repair harm, student circles, peace groups, restorative

- conference, mediation)
- 4.8.6. Determine root causes and functions of student misbehavior and respond appropriately
  - 4.8.7. Teach, model, practice, and reinforce positive replacement behaviors
  - 4.8.8. Provide special work assignment
  - 4.8.9. Provide movement breaks between low-energy activities for individual student as deemed appropriate
  - 4.8.10. Student warning
  - 4.8.11. Encourage the student to complete a written reflection of incident and/or an apology for misbehavior
  - 4.8.12. 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
  - 4.8.13. Provide choices for learning activities and behavior
  - 4.8.14. Use student behavior strategies, progress reports, behavior contracts, and/or point sheets to assist student in recognizing misbehavior and understanding targeted appropriate behavior
  - 4.8.15. Use goal setting paired with acknowledgment of improved behavior for individual student
  - 4.8.16. Assign student an adult buddy supporter
  - 4.8.17. Assign student a peer buddy supporter
  - 4.8.18. Mentoring
  - 4.8.19. Escort to and from class/change of class
  - 4.8.20. Schedule change
  - 4.8.21. Invitation for parental shadow
  - 4.8.22. Require student to return property
  - 4.8.23. Assign student to an approved supervised school service (school service activity, character education programming)
  - 4.8.24. Exclude the student from participating in extracurricular/co-curricular programs or activities (temporarily or permanently)
  - 4.8.25. Utilize community and agency partners to provide additional support and resources to student to help improve behaviors
  - 4.8.26. Refer parent and student to wrap around services
  - 4.8.27. Recommend peer mediation support
  - 4.8.28. Recommend conflict resolution support
  - 4.8.29. Withhold or revoke student privilege(s), freedoms, or choices
  - 4.8.30. Assign detention
  - 4.8.31. Small group character-building, emotional management, decision making, and social skills training
  - 4.8.32. Refer student to student support services staff (Counselor, Social Worker)
  - 4.8.33. Refer student to response to intervention (RTI) Specialist
  - 4.8.34. Refer student to student support team (SST)
  - 4.8.35. Give student a timeout with adult supervision
  - 4.8.36. Develop and implement, or review and revise, a 504 plan for eligible student, including behavioral accommodations as deemed necessary
  - 4.8.37. Conduct functional behavioral assessment (FBA) and, if student is eligible, develop a behavior intervention plan (BIP)
  - 4.8.38. Review and revise a student's existing BIP
  - 4.8.39. Refer eligible student to individual education program (IEP) team
  - 4.8.40. Develop and implement IEP for eligible student
  - 4.8.41. Include behavior interventions, supports, or strategies as supplementary aides and services in the student's IEP if deemed necessary by the IEP team
  - 4.8.42. Saturday School
  - 4.8.43. Mini courses or skill modules

- 4.8.44. After school or lunch detention
- 4.8.45. School-based or home-school contingency contract
- 4.8.46. Process break or walk with an adult
- 4.8.47. Other school based discipline response
- 4.8.48. Mindfulness Practices (meditation, relaxation techniques, peace corner)
- 4.8.49. Community Service as approved by the Office of Student Discipline
- 4.8.50. Role Playing of Social Emotional Learning Competencies

4.9. Confiscation of Property: Students who have unauthorized materials/objects/contraband will have the items confiscated and returned at the discretion of the administrator. The Atlanta Public Schools assumes no liability for the theft, loss or damage of items possessed by students on school property or held by school officials during the confiscation period. APS employees will not be responsible for searching for lost or stolen student property.

## 5. STUDENT OFFENSES

A student shall not violate any of the following rules of APS. The disciplinary levels below correspond to the progressive discipline levels detailed above. However, in serious offenses, Principals, or designee working in conjunction with the Office of Student Discipline, or an Associate Superintendent 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.

- 5.1.1 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 1-4 disciplinary responses for this offense.
- 5.1.2 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 2-4 disciplinary responses for this offense. Additionally, any violation will result in the device being confiscated and will 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 or quiz.

5.1.1 & 5.1.2	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 1	School Based Intervention & Alternatives to Suspension	1 day ISS or 1 day Detention	School Based Intervention & Alternatives to Suspension	1 day ISS or 1 day Detention
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
Combination of School based interventions, supports, and disciplinary response may be appropriate				

## 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 non-alcoholic wine coolers), inhalants, and/or illegal drugs, narcotics, hallucinogens, amphetamines, barbiturates, marijuana, marijuana oils, 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 Level 1 – 4	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 <sup>st</sup> Offense	School Based Interventions & Alternative to Suspension	1 day OSS & School Based Interventions	School Based Interventions & Alternative to Suspension	1 day OSS & School Based Interventions
2 <sup>nd</sup> Offense	2 days OSS / School based Interventions	5 days OSS / School based Interventions	2 days OSS / School based Interventions	5 days OSS / School based Interventions
3 <sup>rd</sup> Offense +	3 days OSS / School based Interventions	5 days OSS / School based Interventions	5 days OSS / School based Interventions	10 days OSS and a hearing referral with a recommendation of assignment to alternative school
Refer to the school counselor and school social worker for supports – DFCS notification may be necessary Parent conference may occur prior to student return to school Notify the appropriate Associate Superintendent Combination of School based interventions, supports, and disciplinary response may be appropriate				

- 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 non-alcoholic wine coolers), inhalants, and/or illegal drugs, narcotics, hallucinogens, amphetamines, barbiturates, marijuana, marijuana oils, 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 Level 2 – 4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 <sup>st</sup> Offense	School Based Interventions & Alternative to Suspension	10 days OSS and a hearing referral	School Based Intervention & Alternative to Suspension	10 days OSS and a hearing referral
2 <sup>nd</sup> Offense	3 days OSS	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion	3 days OSS	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion, or assignment to alternative school
3 <sup>rd</sup> Offense +	10 days OSS and a hearing referral with a recommendation of (min) expulsion (1) calendar year – (max) permanent expulsion		10 days OSS and a hearing referral with a recommendation of (min) assignment to alternative school for (1) calendar year – (max) permanent expulsion	
Refer to the school counselor and school social worker for supports - DFCS notification may be necessary Parent conference may occur prior to student return to school Notify the appropriate Associate Superintendent Contact Safety and Security – Criminal charges may apply Combination of School based interventions, supports, and disciplinary response may be appropriate				

- 5.2.c Selling/Distributing/Buying Alcohol/Illegal Drugs/Inhalants: No student shall buy, receive, 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, marijuana oil, or any other substance listed under the Georgia Controlled Substances Act, or any substance falsely identified as such, or is which the student purports 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. There is no requirement that there be an exchange of money, goods, and/or services to find a violation of this rule.

5.2.c Level 4	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 <sup>st</sup> Offense	3 days OSS	10 days OSS and a hearing referral	5 days OSS	10 days OSS and a hearing referral
2 <sup>nd</sup> 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, or assignment to alternative school	
3 <sup>rd</sup> Offense +	10 days OSS and a hearing referral with a recommendation of (min) expulsion (1) calendar year – (max) permanent expulsion		10 days OSS and a hearing referral with a recommendation of (min) assignment to alternative school for (1) calendar year – (max) permanent expulsion	
Refer to the school counselor and school social worker for supports – DFCS notification may be necessary Parent conference may occur prior to student return to school				



Notify the appropriate Associate Superintendent  
 Contact Safety and Security – Criminal charges may apply  
 Combination of School based 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. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-4 disciplinary responses for this offense.

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. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-4 disciplinary responses for this offense.

5.2.1 / 5.2.2 Level 1 – 4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 <sup>st</sup> Offense	School based interventions and Alternative to Suspension	10 days OSS and a hearing referral	School based interventions and Alternative to Suspension	10 days OSS and a hearing referral
2 <sup>nd</sup> Offense	1 days OSS	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion	1 day OSS	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion or assignment to alternative school
3 <sup>rd</sup> Offense +	10 days OSS and a hearing referral with a recommendation of assignment to alternative school		10 days OSS and a hearing referral with a recommendation of assignment to alternative school	
SW Referral initiated for 1 <sup>st</sup> offense – DFCS notification may be necessary Parent conference may occur prior to student return to school Notify the appropriate Associate Superintendent Contact Safety and Security – Criminal charges may apply Combination of School based interventions, supports, and disciplinary response may be appropriate				

5.2.3 Over-The-Counter Medication: Possession of all over-the-counter medication on school property, including, but not limited to supplements, CBD oils/ingestibles, and/or nicotine replacement products, 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.

5.2.3 Levels 1-2	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 1	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention	School based Intervention & Alternatives to Suspension	1 day ISS or 1 day Detention
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR ISS
Combination of School based interventions, supports, and disciplinary response may be appropriate				

5.2.3c Selling/Distributing/Buying Over-The-Counter Medication: A student is prohibited from buying, receiving, 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, supplements, and/or CBD products. There is no requirement that there be an exchange of money, goods, and/or services to find a violation of this rule. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-4 disciplinary responses for this offense.

5.2.3c Level 2-4	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 2	School based Intervention & Alternative to Suspension	3 days ISS or Detention	School based Intervention & Alternative to Suspension	3 days ISS or Detention
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
SW Referral may be initiated for 1 <sup>st</sup> offense – DFCS notification may be necessary Parent conference may occur prior to student return to school Notify the appropriate Associate Superintendent Contact Safety and Security – Criminal charges may apply Combination of School based interventions, supports, and disciplinary response may be appropriate				

5.2.4 Possession/Consumption Prescription Drugs: No student shall possess, consume, or transmit prescription medication not prescribed for the student. All prescription medication prescribed for a student 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 1-4 disciplinary responses for this offense.

NOTE: If the prescription drug is a controlled substance under the Georgia Controlled Substances Act, the student shall be found in violation of 5.2.b and shall be disciplined according to that Section.

5.2.4 Levels 1-4	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 1	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention	School based interventions & Alternatives to Suspensions	1 day ISS or 1 day Detention
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR ISS

Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
SW Referral initiated for 1 <sup>st</sup> offense – DFCS notification may be necessary Parent conference may occur prior to student return to school Notify the appropriate Associate Superintendent Contact Safety and Security – Criminal charges may apply Combination of School based interventions, supports, and disciplinary response may be appropriate				

5.2.4.c Selling/Distributing/Buying Prescription Drugs: No student shall buy, receive, sell, distribute, or possess with intent to distribute any prescribed medication on school property. There is no requirement that there be an exchange of money, goods, and/or services to find a violation of this rule. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 3-4 disciplinary responses for this offense. 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.c), and shall be disciplined according to that Section.

5.2.4.c Levels 3-4	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
SW Referral initiated for 1 <sup>st</sup> offense – DFCS notification may be necessary Parent conference may occur prior to student return to school Notify the appropriate Associate Superintendent Contact Safety and Security – Criminal charges may apply Combination of School based interventions, supports, and disciplinary response may be appropriate				

5.2.5 Stimulants: A student shall not consume nor possess 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 1-3 disciplinary responses for this offense. 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) and shall be disciplined according to that Section.

5.2.5.c Selling/Distributing/Buying Stimulants: No student shall buy, receive, sell, distribute, or possess with intent to distribute diet pills, caffeine pills, or other stimulant on school property. There is no requirement that there be an exchange of money, goods, and/or services to find a violation of this rule. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 3-4 disciplinary responses for this offense.

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.c), and shall be disciplined according to that Section.

5.2.5 & 5.2.5.c	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 1	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention	School based Interventions & Alternatives to Suspensions	1 day ISS or 1 day Detention
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
SW Referral initiated after 1 <sup>st</sup> offense – DFCS notification may be necessary Parent conference may occur prior to student return to school Notify the appropriate Associate Superintendent Contact Safety and Security – Criminal charges may apply Combination of School based interventions, supports, and disciplinary response may be appropriate				

5.2.6 Tobacco: A student shall not possess, use, sell, buy, receive, distribute, or possess with intent to distribute tobacco products or tobacco product substitutes (e.g., tobacco look-alikes, such as BaccOff), cigarette look-alikes (e.g., electronic cigarettes, Juuls), hookahs and hookah look-alikes (e.g. electronic hookahs) is prohibited. Vaping and possession of vaping products such as vaporizers and oil is 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.

5.2.6 Levels 2-3	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Combination of School based interventions, supports, and disciplinary response may be appropriate				

### 5.3 ATTENDANCE VIOLATIONS

5.3.1.a Tardy: No student, without a valid excuse, shall be tardy for a class in which he/she is enrolled.

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

5.3.1.a-b Level 1	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 <sup>st</sup> Offense	Administrative Conference/School based interventions		Administrative Conference/School based interventions	
2 <sup>nd</sup> Offense +	Administrative Conference/School based interventions	1 day ISS	Administrative Conference/School based Interventions	1 day ISS
Student Services/Response to Intervention (RTI) referral initiated after second offense Combination of School based interventions, supports, and disciplinary response may be appropriate				

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.

5.3.3 Unscheduled School Walkout: Prior to the organization of or participation in any “walk out”, protest, or other similar group leaving of school grounds, classes, or school activities during the regularly scheduled school day, students must provide advanced notification (at least \_\_ school days) to the building and/or district administration so that the District can put appropriate measures in place to ensure safety of participants. Students must contact the building Principal or Associate Superintendent’s office to schedule a protest, walk out or similar. Students who violate code 5.3.3 shall be disciplined no harsher than codes that resemble similar violations, such as 5.3.2 Leaving School Grounds, 5.3.1b Skipping Class, etc., depending on the individual context.

5.3.2 & 5.3.3 Level 1 - 2	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 <sup>st</sup> Offense	Administrative Conference	1 day of Detention	Administrative Conference	1 day ISS
2 <sup>nd</sup> Offense +	School based interventions	3 days of Detention	School based interventions	3 days ISS or Detention
Parent conference may occur prior to student return to school Student Services/Response to Intervention (RTI) referral initiated after second offense Combination of School based 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 3– 4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 <sup>st</sup> Offense	1 day ISS and School based interventions	10 days OSS and a hearing referral	Saturday school OR 1 day ISS and School based interventions	10 days OSS and a hearing referral
2 <sup>nd</sup> + Offense	10 days OSS and a hearing referral recommendation of long-term suspension/expulsion		10 days OSS and a hearing referral recommendation of long-term suspension/expulsion or assignment to the alternative school	

Restorative practices are recommended to repair and restore relationships Contact Safety and Security – Criminal charges may apply Notify the appropriate Associate Superintendent Combination of School based interventions, supports, and disciplinary response may be appropriate
NOTE: In addition to disciplinary response actions taken by the school and/or district, the City of Atlanta (or other responding agencies) may charge parents/guardians for the costs of emergency services related to bomb threats made by students.

- 5.5 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 APS 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. 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.

Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in <https://www.atlantapublicschools.us/titleix>.

- 5.5.1 Bus Personal Safety: Students must keep all body parts inside the bus at all times. 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, and/or the student may be suspended from the bus for a specified time.
- 5.5.2 Bus Safety Hazard: Nothing may be thrown into, within, out of, or at the bus. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-4 disciplinary responses for this offense, and/or the student may be suspended from the bus for a specified time.
- 5.5.3 Bus Disruptions & Distractions: No student shall act in any manner so as to interfere with a driver's ability to safely drive the bus or another student's ability to ride the bus without harassing or loud distractions. Students must remain seated at all times unless directed by the driver. Students must remain quiet at all railroad crossings. Students shall not use mirrors, lasers, flashing lights, flash cameras, or any other lights or reflective surfaces in a manner, which might interfere with the operation of the school bus. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-4 disciplinary responses for this offense, and/or the student may be suspended from the bus for a specified time.
- 5.5.4 Emergency Exits: Emergency doors and windows are to be used only at the direction of the driver. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-4 disciplinary responses for this offense, and/or the student may be suspended from the bus for a specified time.
- 5.5.5 Unauthorized Bus or Exit: Students may not ride a bus or disembark a bus at a bus stop other than that assigned for their residence. Depending on age of student, repetition, the administrator may utilize interventions, supports, and Level 1-4 disciplinary responses for this offense, and/or the student may be suspended from the bus for a specified time.

- 5.5.6 Cell Phone /Electronic Devices on Buses: Students shall not use any electronic device during the operation of a school bus without the use of headphones or ear buds. Any electronic device that is distracting to the bus operator or may interfere with the bus communication equipment is prohibited. Electronic device includes but is not limited to: cell phones; tablets; iPads; iPods; or any other electronic device. Students may not use any electronic device to video or audio record while on school provided transportation vehicles. 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, and/or the student may be suspended from the bus for a specified time.

5.5.1-5.5.6 Levels 1-4	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 1	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention 3 days OR ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
Restorative practices are recommended to repair and restore relationships Parent conference may occur prior to student return to school Contact Safety and Security – Criminal charges may apply Combination of School based interventions, supports, and disciplinary response may be appropriate				

- 5.6 PERSONAL COMMUNICATIONS/ELECTRONIC DEVICES: All students may possess mobile telephones and other personal electronic devices (PEDs) with the expressed, written consent of their parents/guardians. The parent or legal guardian must complete the Parental Consent & Acknowledgement Form for a Mobile Telephone/Personal Electronic Device each school year and deliver it to the school principal or designee before the student is allowed to possess a device on school property.

Unless otherwise directed by school administration or school staff, the use of cellular telephones or other PEDs is forbidden for all students at all times during the instructional day. The instructional day includes, but is not limited to, lunch periods, class changes, study halls, and any other structured or non-structured instructional activity that occurs during the normal school day. Devices must be out of sight and turned off. 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.

All staff members have the right to confiscate mobile phones when used in violation of policy JCDAF and its implementing regulation. 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. Atlanta Public Schools 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. APS employees will not be responsible for searching for lost or stolen mobile phone or other PEDs.

Violations are cumulative across the student's school career in the Atlanta Public Schools. A transfer to another school 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, class change time, breakfast or lunch. The Principal shall determine specified times on campus if and when electronic devices may be used for instructional purposes.

Additionally, if a student utilizes a mobile phone or other PED in the commission of any violation of the Rules contained herein, the device may be confiscated, and the student may lose the privilege of possessing a mobile phone or PED on school property for one (1) calendar year. 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 it.

- 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 only to the parent/legal guardian who must schedule a conference at the school to retrieve the item.
  - Third 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.
  - Fourth (or more) violation: The phone will be confiscated, and the student will lose the privilege of possessing a cellular telephone or PED on school property for one (1) calendar year. 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.
- 5.7.2 Disciplinary actions for students whose parent/legal guardians have not completed the Parental Consent & Acknowledgement Form are as follows:
- First 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. The parent/legal guardian will be given the opportunity to complete the Parental Consent & Acknowledgment Form at the first conference. Should a parent/guardian opt to not complete the Parental Consent & Acknowledgement Form, further disciplinary actions against the student may be warranted for subsequent violations.



- Second violation: The phone or device will be confiscated and will result in the student's loss of 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 PED will be returned only to the parent/legal guardian who must schedule a conference at the school to retrieve the item.
- Third violation: The phone will be confiscated, and the student will lose the privilege of possessing a cellular telephone or PED on school property for one (1) calendar year. 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.

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 1-4 disciplinary responses for this offense. (See sections 4.1 - 4.4).

Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in <https://www.atlantapublicschools.us/titleix>.

## 5.8 STUDENT INCIVILITY

5.8.1 Offensive Language: No student shall use any type of profane, vulgar, obscene or ethnically and culturally offensive language (written or oral) and actions. Level 2-3 disciplinary responses should only be considered if the infraction could result in a safety concern due to some form of potential retaliation.

Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in <https://www.atlantapublicschools.us/titleix>.

5.8.2 Offensive Materials: No student shall possess, share, or distribute profane, vulgar, pornographic, obscene, or ethnically offensive materials. Level 2-3 disciplinary responses should only be considered if the infraction could result in a safety concern due to some form of potential retaliation.

NOTE: See 5.23.3 for offenses that occur with technology

Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in <https://www.atlantapublicschools.us/titleix>.

5.8.1 – 5.8.2 Level 1 - 4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 1	School based school Interventions	1 day ISS or 1 day Detention	School based school interventions	1 day ISS or 1 day Detention
Level 2	School based school Interventions	3 days Detention	School based school interventions	3 days ISS or 3 days Detention
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School or ISS & School based Interventions	3 days OSS and School based Interventions
If seeking Level 4 discipline for code 5.8.1 or 5.8.2, administrators are required to contact the Office of Student Discipline prior to imposing discipline				
Level 4	3 days OSS & School based Interventions	10 days OSS and School based Interventions	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing

				referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
Restorative practices are recommended to repair and restore relationships Combination of School based interventions, supports, and disciplinary response may be appropriate				

5.8.3 Insubordination: All students shall comply with reasonable directions or commands of all authorized APS 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. See Code 5.8.5 for violations of the school dress code.

5.8.3	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 <sup>st</sup> Offense	School based school interventions	1 day ISS or 1 day Detention	School based school interventions	1 day ISS or 1 day Detention
2 <sup>nd</sup> Offense +	School based school interventions	1 day OSS	School based school interventions	1 day OSS
Restorative practices are recommended to repair and restore relationships Combination of School based interventions, supports, and disciplinary response may be appropriate				

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

5.8.4 Level 1	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 1	School based school interventions	1 day ISS or 1 day Detention	School based school interventions	1 day ISS or 1 day Detention
Restorative practices are recommended to repair and restore relationships Combination of School based interventions, supports, and disciplinary response may be appropriate				

5.8.5 School Dress Code: All school dress codes must be in compliance with Policy JCDB. Unless a school uniform has been designated or otherwise specified, a student is expected to adhere to the following minimum school dress code requirements:

1. Clothing, hairstyles, and jewelry must not cause a disruption or constitute a health or safety hazard.
2. Clothing, including spirit wear, must be modest and of appropriate length and fit. Extremely tight clothing, sagging shorts or trousers, or baggy, oversized clothing is not permitted.
3. Clothing and/or jewelry must not contain words or symbols that are gang-related, offensive, insulting, embarrassing, sexually suggestive, obscene, or promote illegal behavior.
4. Clothing and/or jewelry must not contain any advertisement or display of words or symbols associated with alcohol, illegal drugs, or tobacco.
5. Appropriate undergarments must be worn at all times and must not be visible. Pants that sit below the waistline are not allowed. Students are only allowed to wear pajamas on school-sanctioned special days.

6. Caps, hats, head wraps, bandanas, hoods, or other head coverings must not be worn in the school building during the school day unless there is a special activity where they are deemed appropriate by the school principal.
7. Appropriate shoes, those that fit and allow for safe movement throughout the school, must be worn at all times at school and school sponsored activities.
8. In accordance with the recommendations of public health officials, the wearing of personal protective equipment (i.e., face coverings, masks, etc.) by students may be required as part of the student dress code.

Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1 disciplinary responses for this offense.

5.8.5 Level 1	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 1	School based interventions and supports	1 day ISS or 1 day Detention	School based interventions and supports	1 day ISS or 1 day Detention
Parent may be contacted to provide a change of clothes Combination of School based 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, 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 2-4 disciplinary responses for this offense.

5.9.1 Levels 2-4	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 2	School based Intervention	3 days Detention	School based Intervention	3 days ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
Restorative practices are recommended to repair and restore relationships Parent conference may occur prior to student return to school Notify the appropriate Associate Superintendent				

Contact Safety and Security – Criminal charges may apply  
Combination of School based interventions, supports, and disciplinary response may be appropriate

- 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 suspended or 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 1-4 disciplinary responses for this offense.

5.9.2 Levels 1-4	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 1	School based Interventions & Alternative to Suspension	1 day ISS or 1 day Detention	School based Interventions & Alternative to Suspension	1 day ISS or 1 day Detention
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention or ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
Parent conference may occur prior to student return to school Contact Safety and Security – Criminal charges may apply Combination of School based interventions, supports, and disciplinary response may be appropriate				

- 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 1-3 disciplinary responses for this offense.

5.9.3 Levels 1-3	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 1	School based Interventions & Alternatives to Suspension	1 day Detention or 1 day ISS	School based Interventions & Alternatives to Suspension	1 day Detention or 1 day ISS
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention or ISS

Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Combination of School based interventions, supports, and disciplinary response may be appropriate				

5.9.4 Unauthorized Entry of Unauthorized Person(s): No student may allow non-authorized person(s) into a school building or school sponsored event without authorization. Students who knowingly allow a person in a building with the intent to cause harm or disruption will face increased discipline. For purposes of this rule authorized person(s) include employees/staff with a District ID and law enforcement officials (police, fire-fighters, paramedics, etc).

5.9.4 Levels 1-3	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 1	School based Interventions & Alternatives to Suspension	1 day Detention or 1 day ISS	School based Interventions & Alternatives to Suspension	1 day Detention or 1 day ISS
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention or ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
Parent conference may occur prior to student return to school Combination of School based interventions, supports, and disciplinary response may be appropriate				

5.9.5 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. APS assumes no liability for any lost or damaged unauthorized item.

5.9.5 Level 1	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 1	School based Interventions & Alternatives to Suspension	1 day Detention or 1 day ISS	School based Interventions & Alternatives to Suspension	1 day Detention or 1 day ISS
Parent conference may occur prior to student return to school Combination of School based interventions, supports, and disciplinary response may be appropriate				

- 5.9.6 Selling/Distributing Unauthorized Item: : No student shall buy, receive, sell, distribute, or possess with intent to distribute 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. APS assumes no liability for any lost or damaged unauthorized item. There is no requirement that there be an exchange of money, goods, or services to find a violation of this rule.

5.9.6 Levels 1-2	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 1	School based Interventions & Alternatives to Suspension	1 day Detention or 1 day ISS	School based Interventions & Alternatives to Suspension	1 day Detention or 1 day ISS
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR ISS
Parent conference may occur prior to student return to school Combination of School based interventions, supports, and disciplinary response may be appropriate				

#### 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 APS 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 1-4 disciplinary responses for this offense.

5.10.1 Levels 1-4	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 1	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention or ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
Restorative practices are recommended to repair and restore relationships Contact Safety and Security – Criminal charges may apply Combination of School based interventions, supports, and disciplinary response may be appropriate				

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, 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 Level 3-4	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 <sup>st</sup> Offense	School based interventions	1 day OSS	School based interventions	3 days OSS
2 <sup>nd</sup> Offense +	3 days OSS	10 days OSS and a hearing referral	5 days OSS	10 days OSS and a hearing referral
Restorative practices are recommended to repair and restore relationships Contact Safety and Security – Criminal charges may apply Combination of School based interventions, supports, and disciplinary response may be appropriate				

NOTE: In addition to disciplinary response actions taken by the school and/or district, 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 gamble or solicit others to gamble or 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. Gambling includes, but is not limited to, betting on any game or event, shooting dice, matching, card games, or any other games for money and/or things of value. Students may not possess gambling devices to be used in gambling activity (e.g., dice, cards). Participation in a raffle or other game sponsored by a school organization and approved by school administration will not be a violation of this rule.

5.11 Level 2-3	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 <sup>st</sup> Offense	School based school interventions	3 days detention	School based school interventions	3 days ISS
2 <sup>nd</sup> Offense +	3 days detention	3 days OSS	Saturday school and/or 3 days ISS	3 days OSS
Combination of School based interventions, supports, and disciplinary response may be appropriate				

5.12 GANG RELATED ACTIVITY: A “gang” is defined as any group of three or more people with a common name or common identifying signs, symbols, tattoos, graffiti, attire or other distinguishing characteristics which engage in any of the following: commission, attempted commission, conspiracy to commit, or solicitation, coercion, or intimidation of another person to commit offenses such as, but not limited to, rape, aggravated sexual battery, violence, possession or use of a weapon, or trespass or damage to property resulting from any act of gang related painting on, tagging, marking on, writing on, or creating any form of graffiti on school or personal property. Students will not engage in acts of gang-related activities and affiliations. Prohibited acts include wearing or possessing gang-related apparel, conveying membership or affiliation with a gang, gang-related solicitation, violence, threats, defacement of school or personal property by painting, tagging, marking, writing, or creating any form of graffiti, etc.

5.12.1 Displaying Gang Affiliation: No student shall hold himself/herself out as a member of a gang which may include, but is not limited to, verbal identification, displaying gang tattoos or other gang related paraphernalia, displaying gang symbols, or participating in creating or displaying gang-related graffiti. 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.

5.12.1	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Parent conference should occur prior to student return to school Contact Safety and Security – Criminal charges may apply Combination of School based interventions, supports, and disciplinary response may be appropriate				

5.12.2 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 3-4 disciplinary responses for this offense.

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 3-4 disciplinary responses for this offense.

5.12.2 - 5.12.3 Levels 3-4	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
Parent conference should occur prior to student return to school Contact Safety and Security – Criminal charges may apply Combination of School based interventions, supports, and disciplinary response may be appropriate				

### 5.13 TEASING/TAUNTING, HARASSMENT, INTIMIDATION, THREATS, AND BULLYING BEHAVIOR

5.13.1 Teasing/Taunting: Engaging or encouraging teasing and/or taunting of another student, employee, volunteer, or visitor to provoke or make fun of someone, whether in a playful, insulting, or contemptuous manner. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in [www.atlantapublicschools.us/titleix](http://www.atlantapublicschools.us/titleix)



5.13.1 Level 1	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 1	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention
Restorative practices are recommended to repair harm Combination of School based interventions, supports, and disciplinary response may be appropriate				

5.13.2 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), APS 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 1-3 disciplinary responses for this offense. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in [www.atlantapublicschools.us/titleix](http://www.atlantapublicschools.us/titleix)

5.13.2 Levels 1-3	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 1	School based Interventions & Alternatives to Suspension	1 day Detention or 1 day ISS	School based Interventions & Alternatives to Suspension	1 day Detention or 1 day ISS
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Restorative practices are recommended to repair harm Combination of School based interventions, supports, and disciplinary response may be appropriate				

5.13.3 Threats: No student shall threaten, either verbally, in writing, electronically, or by physical presence, expressed or implied, or conspire to cause bodily injury to any student, APS employee or non-APS employee. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-4 disciplinary responses for this offense. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in [www.atlantapublicschools.us/titleix](http://www.atlantapublicschools.us/titleix)

5.13.4 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 utilize interventions, supports, and Level 1-4 disciplinary responses for this offense. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in [www.atlantapublicschools.us/titleix](http://www.atlantapublicschools.us/titleix)

5.13.3 & 5.13.4	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 1	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
Restorative practices are recommended to repair and restore relationships Contact Safety and Security – Criminal charges may apply Combination of School based interventions, supports, and disciplinary response may be appropriate				

5.13.5 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 off-campus 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

- 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.

Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in [www.atlantapublicschools.us/titleix](http://www.atlantapublicschools.us/titleix)

5.13.5 Level 2 – 4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 <sup>st</sup> Offense	1 days OSS	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion	1 days OSS	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion or assignment to the alternative school
Administrators are required to contact Student Discipline prior to entering 2+ bullying violations				
2 <sup>nd</sup> Offense	3 days OSS	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion	3 days OSS	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion or assignment to the alternative school
*3 <sup>rd</sup> Offense	10 days OSS	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 or assignment to the alternative school for a minimum of one calendar year	
Contact Safety and Security – Criminal charges may apply Parent conference mandatory Combination of School based interventions, supports, and disciplinary response may be appropriate  <i>*If a 3<sup>rd</sup> and subsequent offense of Bullying/Cyberbullying/Electronic occurs within one school year, as determined by a hearing officer, a student in grades 6-12 shall be expelled for at least one calendar year, with an option for the student to attend the alternative school during this discipline.</i>				

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

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.

Victims: Any alleged victim of harassment or bullying may request to have his/her schedule changed, subject to the principal's approval. Students with disabilities may be entitled to additional protections and considerations that may not be contained in this Rule or this Code of Conduct including supportive measures as defined on pg. \_\_\_\_\_. If a parent/guardian has a question about a student with a disability, he or she should contact the school principal or Department of Special Education.

Community Incidents: It is beneficial for the school to be notified of community situations that may impact the school environment. However, individuals who are subject to harassment, bullying, "cyberbullying", or other acts of crime or violence in the community should contact their local, jurisdictional police department for action, as the school may have limited or no jurisdiction to discipline (OSS, ISS, etc.) for events that occur in the community.

#### 5.14 SCHOOL HAZARD OFFENSES

5.14.1a Discharging/Lighting Incendiary Devices: No student shall 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 1-4 disciplinary responses for this offense.

5.14.1a Levels 1-4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 1	School based Intervention & Alternatives to Suspension	1 day ISS or 1 day Detention	School based Intervention & Alternatives to Suspension	1 day ISS or 1 day Detention
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR 3 days ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
Contact Safety and Security – Criminal charges may apply Combination of School based interventions, supports, and disciplinary response may be appropriate				

5.14.1b Possession Incendiary Devices: No student shall possess 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 1-2 disciplinary responses for this offense.

5.14.1b Levels 1-2	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 1	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention
Level 2	School based Interventions & Alternatives to Suspension	3 days Detention	School based Interventions & Alternative to Suspension	3 days ISS or 3 days Detention
Contact Safety and Security – Criminal charges may apply Combination of School based interventions, supports, and disciplinary response may be appropriate				

5.14.2a Arson with Damage: No student shall use fire, explosive, or the equivalent thereof, to damage or knowingly cause, aid, abet, advise, attempt or encourage damage to school building, school property, personal 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 2-4 disciplinary responses for this offense.

5.14.2b Arson without Damage: No student shall use fire, explosive, or the equivalent thereof, to take part in an act that could result in damage, aid abet, advise, attempt or encourage damage to school building, school property, personal property, school structure, or vehicle on grounds. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-4 disciplinary responses for this offense.

5.14.2a- 5.14.2b Levels 1-4	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 1	School based Interventions & Alternative to Suspension	1 day Detention or 1 day ISS	School based Interventions & Alternative to Suspension	1 day Detention or 1 day ISS
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR 3 days ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
Contact Safety and Security – Criminal charges may apply Combination of School based interventions, supports, and disciplinary response may be appropriate				

- 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 (if committed by an adult), 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 4 disciplinary responses for this offense.

5.15 Level 4	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension/expulsion	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
Contact Safety and Security Combination of School based interventions, supports, and disciplinary response may be appropriate				

NOTE: Regardless of the circumstance or location of the incident, students who have been arrested, detained, or incarcerated will be immediately withdrawn from school and must report to the Office of Student Discipline upon release to request placement prior to resuming enrollment at his/her zone school.

- 5.16 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 1-4 disciplinary responses for this offense.

5.16 Level 1-4	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 1	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR 3 days ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
Restorative practices are recommended to repair and restore relationships Combination of School based interventions, supports, and disciplinary response may be appropriate				

## 5.18 PHYSICAL OFFENSES

5.18.1 Horseplay/Class Disruption: 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.

5.18.1 Level 1	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 1	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention
Restorative practices are recommended to repair and restore relationships Combination of School based interventions, supports, and disciplinary response may be appropriate				

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. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in [www.atlantapublicschools.us/titleix](http://www.atlantapublicschools.us/titleix).

These physical offenses include:

- Battery: Intentionally making physical contact of an insulting or provoking nature with another person. Physical contact which causes harm may result in a Level 4 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. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in [www.atlantapublicschools.us/titleix](http://www.atlantapublicschools.us/titleix)
- Fighting: 2 individuals mutually participating in a physical altercation. Physical contact which causes harm may result in a Level 4 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.
- Group fighting: 3 or more individuals mutually participating in a physical altercation. Physical contact which causes harm may result in a Level 4 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.

5.18.2a-5.18.2c Level 1-4	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 1	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR 3 days ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions

Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
Restorative practices are recommended to repair and restore relationships, if appropriate Contact Safety and Security – Criminal charges may apply Combination of School based interventions, supports, and disciplinary response may be appropriate Supportive measures as appropriate				

- 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 2-3 disciplinary responses for this offense. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in [www.atlantapublicschools.us/titleix](http://www.atlantapublicschools.us/titleix).

5.18.2d Level 2-3	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR 3 days ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Restorative practices are recommended to repair and restore relationships, if appropriate Combination of School based interventions, supports, and disciplinary response may be appropriate Supportive measures as appropriate				

- e) Consensual bodily harm: Consensual participation in any activity that could cause or results in harm to the body, or bodily alterations. Examples of consensual bodily harm include, but are not limited to, tattooing, branding, piercing, initiations, and participation in challenges that may include the ingestion of chemicals, foreign substances, or objects that may cause harm. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 3-4 disciplinary responses for this offense.

5.18.2e Levels 3-4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.



SW Referral initiated after 1<sup>st</sup> offense – DFCS notification is necessary for any student 16 and under who has a tattoo, brand or piercing  
Combination of School based interventions, supports, and disciplinary response may be appropriate

5.18.2f Stalking: Following, contacting, or placing another person under surveillance without consent for the purpose of harassing and intimidating, which includes behavior that would cause a reasonable person to: (a) fear for his or her safety or the safety of others; or (b) suffer substantial emotional distress. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in [www.atlantapublicschools.us/titleix](http://www.atlantapublicschools.us/titleix).

5.18.2f Level 1-4	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 1	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR 3 days ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
Contact Safety and Security – Criminal charges may apply Combination of School based interventions, supports, and disciplinary response may be appropriate Supportive measures may be available.				

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 Level 4	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 <sup>st</sup> Offense +	5 days OSS and a hearing referral	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion	10 days OSS and a hearing referral recommendation of permanent expulsion for the remainder of the student's eligibility to attend public school pursuant to O.C.G.A. § 20-2-751.6. 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 at the time of the offense, he/she may be permitted by the hearing officer to reenroll in the regular public school program during grades 9-12.
<b>Administrators are required to contact the Office of Student Discipline prior to entering this code</b> Restorative practices are recommended to repair and restore relationships Notify the appropriate Associate Superintendent Contact Safety and Security – Criminal charges may apply			

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 Level 4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 <sup>st</sup> Offense+	1 day OSS and a hearing referral	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 or assignment to the alternative school	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion or assignment to the alternative school
Restorative practices are recommended to repair and restore relationships Notify the appropriate Associate Superintendent Contact Safety and Security – Criminal charges may apply Combination of School based interventions, supports, and disciplinary response may be appropriate				

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 Level 3-4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 <sup>st</sup> Offense +	School based interventions, alternatives to suspension, and a hearing referral	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion	5 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion or assignment to the alternative school	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion or assignment to the alternative school
Restorative practices are recommended to repair and restore relationships Notify the appropriate Associate Superintendent Contact Safety and Security – Criminal charges may apply Combination of School based interventions, supports, and disciplinary response may be appropriate				

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 district 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.

## 5.20 PROPERTY RELATED OFFENSES

5.20.1 Vandalism: No student shall intentionally damage property belonging to the school district or another person/organization, or knowingly cause damage that requires the use of school district resources to repair or restore property or the school environment to its original state. This can include, but is not limited to, the spraying of a fire extinguisher, or the intentional discharge/placement of bodily waste in any area other than a restroom. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-4 disciplinary responses for this offense.

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 1-4 disciplinary responses for this offense.

5.20.3 Robbery: No student shall take or attempt to 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 3-4 disciplinary responses for this offense.

5.20.4 Burglary: No student shall enter or attempt to enter into any Atlanta Public School, building, center, or structure with the intent to commit a crime. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 3-4 disciplinary responses for this offense.

NOTE: Criminal charges may be filed against any student who commits property related offenses.

5.20.1- 5.20.4	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 1	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/ recommendation of	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension,

		long-term suspension		expulsion, or assignment to alternative school.
Restorative practices are recommended to repair and restore relationships Parent conference should occur prior to student return to school Contact Safety and Security – Criminal charges may apply Combination of School based interventions, supports, and disciplinary response may be appropriate				

## SEXUAL OFFENSES

The Georgia General Assembly requires APS to encourage parents to inform students of the consequences, including potential criminal penalties, of underage sexual conduct. The consequences can include the student being tried as an adult in criminal court. Any behavior which a violation of Chapter 6 of Title 16 of Georgia law must be immediately reported to the school police, the Area Superintendent and the Office of Student Discipline. The Chief of Atlanta Public Schools Police, or designee will then notify the District Attorney. Sexual offenses are prohibited regardless of the gender of the involved parties. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in [www.atlantapublicschools.us/titleix](http://www.atlantapublicschools.us/titleix).

- 5.21.1 Sexual Activity: No student shall consent to and participate in any form of sexual activity with another student. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 3-4 disciplinary responses for this offense.
- 5.21.2 Indecent Exposure of Self or Others: No student shall expose one's intimate body parts in public or expose the undergarments/intimate body parts of others. 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 2-4 disciplinary responses for this offense. Students who intentionally expose the intimate body parts of another may face increased discipline. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in [www.atlantapublicschools.us/titleix](http://www.atlantapublicschools.us/titleix)
- 5.21.3 Sexual Misconduct: No student shall commit any act of verbal, written, gesture-oriented, physical sexual misconduct, or invasion of privacy. Invasion of privacy may include, but not limited to the following: Intentionally entering an occupied restroom stall, peeking into a stall or urinal, peeking into showers or changing area, or any other behavior which attempts to invade the privacy of others, whether for sexual gratification or as a joke/prank. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-4 disciplinary responses for this offense. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in [www.atlantapublicschools.us/titleix](http://www.atlantapublicschools.us/titleix)
- 5.21.4 Sexual Harassment: No student shall participate in physical, verbal or visual conduct of a sexual nature directed towards another person wherein there is a pattern of harassing behavior or a single significant incident of unwelcome sexual advances or gestures, requests for sexual favors, sexually offensive slurs, sexually offensive drawings, photographs or posters. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 3-4 disciplinary responses for this offense. (See sections 4.2 – 4.3, 4.4). Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in [www.atlantapublicschools.us/titleix](http://www.atlantapublicschools.us/titleix)

Examples of Sexual harassment which result in a student being disciplined 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;
- Conditioning the provision of an aid, benefit, or service on participation in unwelcome sexual conduct;
- 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 student's educational status;
- Sexual violence, a physical act of aggression that includes a sexual act or purpose.

5.21.1 – 5.21.4 Levels 1-4	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 1	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
Restorative practices are recommended to repair and restore relationships SW Referral – DFCS notification may be necessary Parent conference should occur prior to student return to school Combination of School based interventions, supports, and disciplinary response may be appropriate				

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. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in [www.atlantapublicschools.us/titleix](http://www.atlantapublicschools.us/titleix)

5.21.5 Level 3	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 <sup>st</sup> Offense	School based interventions & Alternatives to suspension	10 days OSS and a hearing Referral	School based interventions & Alternatives to suspension	10 days OSS and a hearing referral
2 <sup>nd</sup> Offense	5 days OSS	10 days OSS and a hearing referral with recommendation of long term suspension/expulsion	10 days OSS and a hearing referral with a recommendation of long term suspension/expulsion	
3 <sup>rd</sup> Offense +	10 days OSS - hearing Referral with recommendation of (min) expulsion for one calendar year (max) permanent expulsion		10 days OSS - hearing Referral with recommendation of (min) expulsion for one calendar year (max) permanent expulsion	
Supportive measures for both student victims and accused students. SW Referral – DFCS notification may be necessary Parent conference should occur prior to student return to school Notify the appropriate Associate Superintendent Notify resource officer and contact Safety and Security – Criminal charges may apply Combination of School based interventions, supports, and disciplinary response may be appropriate				

**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. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in [www.atlantapublicschools.us/titleix](http://www.atlantapublicschools.us/titleix)

Regulations (as implemented) will be managed as discussed in: [www.tnstatepublicschools.org/ctscn/](http://www.tnstatepublicschools.org/ctscn/)

5.21.6 Level 3-4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 <sup>st</sup> Offense	3 days OSS	10 days OSS and a hearing referral with a recommendation of (min) long term suspension/expulsion (max) permanent expulsion	8 days OSS	10 days OSS and a hearing referral with a recommendation of (min) long term suspension/expulsion (max) permanent expulsion
2 <sup>nd</sup> Offense	10 days OSS and a hearing referral with a recommendation of (min) long term suspension/expulsion (max) permanent expulsion		10 days OSS and a hearing referral with a recommendation of (min) long term suspension/expulsion (max) permanent expulsion	
3 <sup>rd</sup> Offense +	10 days OSS and a hearing referral with a recommendation of permanent expulsion		10 days OSS and a hearing referral with recommendation of permanent expulsion	
SW Referral – DFCS notification Parent conference should occur prior to student return to school, but may occur afterward Notify the appropriate Associate Superintendent Notify resource officer and contact Safety and Security – Criminal charges may apply Combination of School based interventions, supports, and disciplinary response may be appropriate				

## 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 2-4 disciplinary responses for this offense.

5.23.2 Piracy: Students will not copy computer programs, software or other technology provided by APS 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 2-4 disciplinary responses for this offense.

5.23.3 Access, Distributing, or Displaying 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 3-4 disciplinary responses for this offense. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in [www.atlantapublicschools.us/titleix](http://www.atlantapublicschools.us/titleix). 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 APS, 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

5.23.1 – 5.23.3 Levels 1-4	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 1	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
Restorative practices are recommended to repair and restore relationships Combination of School based interventions, supports, and disciplinary response may be appropriate				

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. 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 4	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 <sup>st</sup> 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	10 days OSS and a hearing referral with a recommendation of assignment to the alternative school for one calendar year or expulsion for 1 calendar year	10 days OSS and a hearing referral with a recommendation of permanent expulsion
Notify the appropriate Associate Superintendent Contact Safety and Security – Criminal charges may apply				

- 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 Level 2-4	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 <sup>st</sup> Offense	School-based Interventions and Supports	10 days OSS and a disciplinary hearing referral with a recommendation of long-term suspension/expulsion	School-based Interventions and Supports	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion or assignment to the alternative school
2 <sup>nd</sup> Offense +	3 days OSS	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 long-term suspension/expulsion or assignment to the alternative school	10 days OSS and a hearing referral with a recommendation of expulsion for 1 calendar year or assignment to the alternative school
Notify the appropriate Associate Superintendent Contact Safety and Security – Criminal charges may apply Combination of School based interventions, supports, and disciplinary response may be appropriate 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.				

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 1-4 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

5.25.3 Levels 1-4	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
Level 1	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
Restorative practices are recommended to repair and restore relationships Combination of School based interventions, supports, and disciplinary response may be appropriate				

5.25.4 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	Elementary		Middle/High	
	<i>MINIMUM</i>	<i>MAXIMUM</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 <sup>st</sup> Offense	Administrative Conference	3 days detention	Administrative Conference	3 days ISS
2 <sup>nd</sup> Offense +	3 days detention	3 days OSS	Saturday school and/or 3 days ISS	5 days OSS
Combination of School based interventions, supports, and disciplinary response may be appropriate				

Note: 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.

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. ALTERNATIVE SCHOOL: If a student is in violation of the Student Code of Conduct and found guilty by official student disciplinary hearing action, the student may receive a disciplinary response inclusive of long-term suspension, expulsion, or assignment to the alternative school. Unless otherwise specified, a student assigned to the alternative school may attend the alternative school or inquire about enrollment into the virtual alternative school programming.

Students who attend the alternative school may do so pursuant to behavioral, academic and attendance conditions. If the student violates the conditions, he/she may forfeit the opportunity to attend the alternative school. The student may also receive additional discipline, included but not limited to long-term suspension or expulsion. If a student is long-term suspended or expelled after being permitted to attend the alternative school, he/she may be given an opportunity to continue his/her academic studies during the ordered duration of discipline via the Forrest Hill Academy Online Program (FHAOP).

8. CLUBS AND ORGANIZATIONS: The names of student clubs and organizations, the mission or purpose of such clubs or organizations, the names of the club's or organization's contacts or faculty advisors, and a description of past or planned activities will be available in school-provided information and/or on school websites for each school. This information is updated periodically throughout the year.

9. 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.

10. DRIVERS' LICENSES: In addition to the discipline specified in this Code of Conduct for attendance and selected conduct, students may find their eligibility for a Georgia instructional/learner's permit or driver's license impacted by their school enrollment. Students must obtain a Certification of Enrollment from their school stating that the student is enrolled in and not under expulsion to be eligible for a driver's license or learner's permit.
11. DISCIPLINED 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 or any other APS school to participate in school events without permission of the Principal. Failure to adhere to this rule can result in the student receiving additional disciplinary charges and/or an increased disciplinary response.
12. REMOVING DISRUPTIVE STUDENTS FROM THE CLASSROOM: The Superintendent and Principals shall, and do, fully support the authority of every teacher in his/her school(s) to remove a disruptive student from his/her class pursuant to O.C.G.A. § 20-2-738. **The principal or the principal's designee will respond when a student is referred by a teacher by employing appropriate discipline management techniques that are consistent with District policy, procedure and guidelines.**

a. Teacher Reporting

Teachers are required to file a report with the principal or principal's designee if he or she has a student that has exhibited behavior that repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in his or her class or with the ability of such student's classmates to learn, where such behavior is in violation of the student code of conduct. This report will be filed within one school day of the most recent occurrence of such behavior, will

not exceed one page, and will describe the behavior. The principal or the principal's designee will, within one school day after receiving such a report from a teacher, send to the student's parents or guardian a copy of the report and information regarding how the student's parents or guardians may contact the principal or the principal's designee.

If student support services are utilized or if disciplinary action is taken in response to such a report by the principal or the principal's designee, the principal or the principal's designee will send written notification to the teacher and the student's parents or guardians of the student support services being utilized or the disciplinary action taken within one school day after the utilization or action and will make a reasonable attempt to confirm that such written notification has been received by the student's parents or guardians. Such written notification will include information regarding how the student's parents or guardians may contact the principal or the principal's designee.

b. Teacher Removal of Disruptive Student

Teachers have the authority to remove from the class a student who repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn, where the student's behavior is in violation of the student code of conduct, provided that the teacher has previously filed a report pursuant to the Teacher Reporting section of this Code, or determines that such behavior of the student poses an immediate threat to the safety of the student's classmates or the teacher. Principals will implement the District's removal process and will fully support the authority of every teacher in his or her school to remove a student from the classroom pursuant to Georgia law.

When a student is removed from the regular classroom, a conference will be scheduled within three school days with the student's parent/guardian, the teacher, and the student. During the conference the administrator will explain the grounds for the student's removal from class and give the student the opportunity to explain his/her behavior. After the conference, the principal will notify the student and parent(s) of the consequences of the Student Code of Conduct violation.

Each school will establish a placement review committee which is to be composed of three members, to determine the placement of a student when a teacher withholds his or her consent to the return of a student to the teacher's class. For each committee established, the faculty will choose two teachers to serve as members and one teacher to serve as an alternate member and the principal will choose one member of the professional staff of the school to serve as a member. The teacher withholding consent to readmit the student may not serve on the committee. The placement review committee will have the authority to: return the student to the teacher's class upon determining that such placement is the best alternative or the only available alternative; or refer the student to the principal or the principal's designee for appropriate action consistent with the removal process. The District will provide training for members of placement review committees regarding the provisions of this process, including procedural requirements; policies, procedures and guidelines relating to student discipline; and the student code of conduct that is applicable to the school.

For a student with disabilities, including those with IEPs or 504 plans, the removal from class must be consistent with state and federal laws and regulations regarding students with disabilities. School staff should refer to additional processes maintained by the Office of Student Discipline for more information regarding implementation of the Removal Process.

NOTE: For the purpose of this policy, the term "repeatedly or substantially" shall be defined as a minimum of three incidents.

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

“Any parent, guardian, or other person residing in this state who has control or charge of a child or children and who violates this Code section shall be guilty of a misdemeanor and upon conviction thereof, shall be subject to a fine 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.”

- 13.1 Schools will notify parents/guardians when a student has accumulated five (5) unexcused absences.
- 13.2 Schools will also notify parents/guardians of students 14 years of age and older when the student has accumulated seven (7) unexcused absences during the school year.
- 13.3 Possible consequences may also include disposition for unruly children in accordance with O.C.G.A. § 15-11-67.
14. REPORTING TO LAW ENFORCEMENT: In addition to discipline of students by APS, 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 APS that an offense has occurred which may constitute criminal behavior, the officials and employees of Atlanta Public Schools 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, APS 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.

15. DISCIPLINE OF STUDENTS IN PRE-K THROUGH THIRD GRADE: Pursuant to O.C.G.A. 20-2-742: Students in Pre-K through 3<sup>rd</sup> grade will not be expelled or suspended from school for more than five consecutive or cumulative days during a school year without first receiving a multi-tiered system of supports, such as response to intervention. 'Multi-tiered system of supports' or 'MTSS' also may include a systemic, continuous-improvement framework in which data based problem-solving and decision making is practiced across all levels of the educational system for supporting students at multiple levels of intervention.

If such student is receiving or has received a multi-tiered system of supports, the school has met these requirements. This requirement does not apply if:

- the student possessed a weapon/ dangerous instrument (including Rule 5.25) or illegal drugs (including Rule 5.2); and/or
- the student's behavior endangers the physical safety of other students or school personnel.

In addition, if a student has an Individualized Education Program (IEP) or a Section 504 plan, prior to assigning the student in Pre-K through 3<sup>rd</sup> grade out-of-school suspension for more than five consecutive or cumulative days during a school year, the school or program shall also convene an IEP or Section 504 meeting to review appropriate supports being provided as part of the IEP or Section 504 plan.

16. STUDENT HEARING PROCEDURE: APS supports effective student discipline procedures to support student success and safety in the classroom and the school. For more information pertaining to student hearing procedures see Policy JCEB Student Hearing Procedure and Administrative Regulation JCEB-R(1) Student Hearing Procedure.