



Junior Academy
Student and Family Handbook
2025-2026



2025 - 2026 Faculty Staff Roster

Administrative & Leadership Teams:

Peter McKnight, Head of School
Julie Koriakin, Chief Operating Officer
Dr. Keisha Hancock, Chief Academic Officer
Charisse Richardson, Chief of Strategy
Dr. Leonardo Freyre, Chief Financial Officer
Tammisha Butler, Senior Director of Instructional Coaches
Terra Gay, Managing Director of Culture & Equity
Karen Black, Senior Director of Communications
Trudy Thomas, Managing Director of Human Resources
Lindsey James Luczynski, Managing Director of Strategic Partnership
Courtney Bryant, Senior Director of Fine Arts and STEAM
Kandice Mitchell, Director of Athletics
Curtis Augustin, Senior Director of Technology
Dr. Juliet Pinder, Senior Director of Student Services and Support
Rachel Weaver, Managing Director of Counseling and Wellness
Monishae O'Neill, EA Principal
Dr. Cynthia Gunner, JA Principal
Dr. Kendrick L. Myers, SA Principal
Joi Thrash, Pre-K-2 Dean of Students
Bethany Paquette, 3-5 Dean of Students
Dr. Shaun Harris, JA Dean of Students
Dr. Tameka Allen, SA Dean of Students
Avery Roberson, SA Dean of Students
Khalilah Edwards, Senior Director of Administrative Services

Front Office and Business Office Personnel

Courtney Scott, Technology Specialist
Antoine Brown, Technology Specialist
Tamica Penny, Technology Specialist
Douglas Bryant, Senior Director of Finance
Cenobia Hilton, Manager of Strategic Sourcing and Procurement
Fitzbevan Caesar, Payroll Analyst
Auzhanae Harris, HR Analyst
Tanisha Smith, Human Resources Assistant
Kyna Mills, JA/SA Registrar
Jameryl Lowe, SA Admin. Assistant
Janita Terry, JA Admin. Assistant
Deresha Knight, Yates Campus Receptionist
Ebony Appling, Administrative Manager

Support Personnel

Akil Rashid, Social Worker
Antonio Brewer, Attendance Specialist
Sherri Hudson, Lead JA Counselor
Stephanie Cook, JA CCR Counselor
Leslie Schaffer, PBL/Social Studies Coach
Jessica Chatman, Literacy Coach
Angela Stafford, Math Coach
Shanae Jackson, 6-12 Special Education Coach
Janiece Wyche, Literacy Interventionist/RTI SST
Laquise Glass, Math Interventionist/RTI SST
Dr. Steven Anderson, Coordinator of Fine Arts
Shaun Anderson, Theater Manager
Tonya Ricks, JA/SA Media Specialist
Officer Barber, School Resource Officer
Officer Custcard, School Resource Officer
Officer Pryor, School Resource Officer

Sixth Grade

Ishara Hall, AIS Lead, Social Studies Teacher

Sydney Carthan, English Language Arts Teacher
Quiante Neal, English Language Arts Teacher
Kymberly Winfrey, Mathematics Teacher
Cydnee Boivert, Mathematics Teacher
Julian Crockett, Science Teacher

Seventh Grade

Chiquita Mathis, AIS Lead, English Language Arts Teacher

Perri Lennon, AIS Lead, Mathematics Teacher

Madhavi Clark, English Language Arts Teacher
Olyvhia Essien, Mathematics Teacher
VACANT, Social Studies Teacher
Jayla Thrash, Science Teacher

Eighth Grade

Lauren Allen, AIS Lead, Math Teacher

Dr. Samantha Holness, English Language Arts Teacher
Kenya Prentice, English Language Arts Support Teacher
Johnathan Scott, Algebra 1/Math Support Teacher
Jenai Howard, Georgia Studies Teacher
Noorah Basher, High School Physical Science Teacher
Bryelle Partridge, 8th Grade Physical Science Teacher

Department of Special Education & Student Support Services

Chinnetta Buford-Duffie, JA/SA Special Education Lead Teacher

Daveta Thomas, SST/RTI Interventionist
Essica Myers, Gifted Lead Specialist
Renee Seabrook, Board Certified Behavior Analyst (BCBA)
Eric Wells-Shivers, Behavior Specialist
Ashley Arnett, 6-8 Resource Special Education Teacher
Solomon Antwine, 8th Grade Special Education Teacher
Jazmine McDaniel, 8th Grade Special Education Teacher/SDI Implementation Specialist
Stephawn Brown, 7th Grade Special Education Teacher
Kirstie Crumbley, 7th Grade Special Education Teacher
Nashid Muhammad, 6th Grade Special Education Teacher
Alaina Gilbert, 6th Grade Special Education Teacher
Britney Diaz, Daily Substitute
Danielle Grayson, Daily Substitute
Taylor Powell, Daily Substitute
Kristin Felder, Paraprofessional
Jaden Hudson, Paraprofessional
Andre Williams, Paraprofessional
VACANT, 8th Grade Paraprofessional
Jaylen Wilson, 7th Grade Paraprofessional
Alonnie Triplett, 6th Grade Paraprofessional
Charles Freeman, JA Hall Monitor

Enrichment/Pathway Program

Elroy Powell, JA/SA Golf Teacher
Dr. Jennifer Betzer, JA/SA Harp Teacher
Dr. Molly O' Roark, JA/SA Harp Teacher
Brittani McDuffie-West, JA/SA Theater Teacher
Jeanne Fore, JA Theater Technology Teacher
Iris Harris, JA/SA Chorus Teacher
Nyesha Abdul-Samaad, JA/SA Engineering Teacher
Sherrice Adams, STEAM/Media Arts Teacher
Derrick Jackson, JA/SA Band Teacher
VACANT, JA/SA PE Teacher
William Harris, JA/SA PE Teacher
Jeancarlo Gonzalez Cruz, JA/SA Orchestra Teacher
Kevin Parker, JA/SA Photography
Vivian Guevara, JA/SA Visual Art Teacher
Mallory Young, JA/SA Dance Teacher
Dr. Latasha Jackson, JA Spanish Teacher
Nanette King, JA Spanish Teacher/JA/SA Spanish Coach
Jazmyne Mangham, JA/SA Computer Science Teacher
David Stephens, JA/SA E-Sports Teacher
Andrea Scott, JA Study Skills Teacher

DREW CHARTER JUNIOR ACADEMY CALENDAR OF IMPORTANT DATES

Semester 1

JULY / AUGUST

- **July 18 6th Grade “Up the Hill” Welcome Ceremony**
- **July 21 Open House**
- **July 23 First Day of School**
- **August 22 Asynchronous Day**
- **August 17 Picture Day**

SEPTEMBER

- **September 1 Labor Day: NO SCHOOL**
- **September 29 Start of 2nd Quarter**

OCTOBER

- **October 13 – 17 Fall Break: NO SCHOOL**

NOVEMBER

- **November 24-28 Thanksgiving Break: NO SCHOOL**

DECEMBER

- **December 19 Early Release (Dismissal @11:45 am)**
- **December 22 – January 5 Holiday Break: NO SCHOOL**

Semester 2

JANUARY

- **January 6 Start of 3rd Quarter/Second Semester**
- **January 19 MLK Holiday: NO SCHOOL**

FEBRUARY

- **February 16 - 20 Winter Break: NO SCHOOL**

MARCH

- **March 13 Asynchronous Day**
- **March 16 Start of 4th Quarter**

APRIL

- **April 6 - 10 Spring Break: NO SCHOOL**

MAY

- **May 4 - 8 Teacher Appreciation Week**
- **May 21 Last Day of School**

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APPENDIX A – ATLANTA PUBLIC SCHOOLS STUDENT CODE OF CONDUCT 2025-2026

Family Educational Rights & Privacy Act (FERPA) Notice

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

(1) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education record that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask Drew to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If Drew decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment.

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

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

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

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

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-8520.

(5) The school may disclose appropriately designated "directory information" without written consent unless you have advised the school to the contrary in accordance with school procedures. Disclosures of "directory information" relating to individual students will be made under limited circumstances without the written consent of the parent, legal guardian or eligible student. These circumstances include when directory information is posted in schools such as on displayed student work; when printed in school publications such as graduation programs, yearbooks or school playbills; in school communications for student recognition or information; when disclosed to the United States military; law enforcement entities; welfare agencies; colleges, universities and other postsecondary institutions; scholarship-granting organizations; and other entities as approved by the Superintendent or his/her designee. In accordance with Georgia law, the school will not disclose directory information with political candidates, campaign committees, political action committees, political organizations, or individuals or groups acting on behalf of such entities.

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

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

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

Parents/Guardians of students under 18 years of age or a student 18 years of age or older objecting to the release of this information should place their objection in writing and notify the student's Assistant Principal, no later than September 2 (of the current year), or within ten calendar days of the student's enrollment.

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

Protection of Pupil Rights Amendment (PPRA)

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

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

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

Receive notice and an opportunity to opt a student out of –

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

Inspect, upon request and before administration or use –

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

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

Drew Charter School will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Drew will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Drew will also directly notify, such as through U.S. Mail or email, parents of students who are to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Drew will make this notification to parents at the beginning of the school year if the school has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and will be provided an opportunity to opt their child out of such activities and

surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution. Administration of any protected information survey not funded in whole or in part by ED. Any non-emergency, invasive physical examination or screening as described above.

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

Legal Notices for SY25-26

FY26 Parent Right to Know Notification

Right to Know Professional Qualifications of Teachers and Paraprofessionals

In compliance with the requirements of Every Students Succeeds Act, Charles R. Drew Charter School (a public charter of Atlanta Public Schools) would like to inform you that you may request information about the professional qualifications of your student's teacher(s) and/ or paraprofessional(s). The following information may be requested:

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

If you wish to request information concerning your child's teacher's and/ or paraprofessional's qualifications, please contact your academy principal.

FY26 Parent Request to Opt Out Notification

Request to Opt Out of Instructional Materials

As required by the United States Supreme Court decision, *Mahmoud v. Taylor*, a parent/legal guardian may request to opt out of instructional materials and supplementary or ancillary materials if those materials substantially interfere with the religious development of their child or pose a very real threat of undermining the religious beliefs and practices a parent wishes to instill in the child.

Such instructional materials, supplementary or ancillary materials will be made available for parent/legal guardian review upon written request of the parent during the first two weeks of each nine-week grading period by submitting a written Request for Review of Instructional, Supplementary, and/or Ancillary Materials to instructionalmaterials@drewcharterschool.org.

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).

TITLE IX AND EQUAL EDUCATIONAL OPPORTUNITIES FOR STUDENTS In accordance with the provisions of Title IX of the Educational Amendments of 1972, the Board of Education does not discriminate against students on the basis of gender in the educational programs and activities that it operates. No student shall, on the basis of gender, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, or other educational program or activity operated by this District. The Board of Education believes that all students should be able to enjoy an educational environment free from all forms of gender discrimination, including sexual harassment. Sexual harassment undermines the integrity of the educational environment. It is a form of sex discrimination prohibited by Title IX. Drew Charter School is committed to upholding these laws and takes discriminatory behaviors seriously. Therefore, Board policy prohibits acts of sexual harassment that may not rise to the level of a violation of federal law. For detailed information regarding Title IX reporting (including reports of sexual harassment), formal complaint procedures, grievance process/procedures, supportive measures, investigation, available relief, appeal rights, or for any other information regarding Title IX, please visit www.atlantapublicschools.us/titleix.

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

A student may make a direct report to the academy principal or Dean of Students. The school administrator shall assist the student with formalizing and processing the complaint, which should include a statement of facts, identification of witnesses and any other information necessary to fully describe the matter. Formal complaints should be filed within 30 calendar days of the alleged incident.

All inquiries and discrimination complaints filed (except in extenuating circumstances) are confidential to the fullest extent possible. Confidentiality also applies to the investigative process of all investigations conducted by the school administration. All school personnel who have knowledge of the occurrence of discrimination should immediately make an appropriate report of the alleged misconduct to the appropriate principal or Dean of Students.

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

TRANSGENDER STUDENTS: Drew Charter School's current policy prohibits discrimination based on gender identity and expression. The school values the uniqueness of every student; therefore, whenever a student identifies himself or herself as being transgender, if the family desires to do so, the school will collaborate with the student and family to develop a plan for the student.

About Drew Charter School

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

Recognizing a quality school is the key to a healthy, revitalized neighborhood, the East Lake Foundation, in partnership with the Atlanta Board of Education and parents in the community of East Lake, opened Charles R. Drew Charter School -- the city of Atlanta's first charter school-- in August 2000. Drew Charter School started with 240 children in grades K-5 and now serves approximately 1,900 students in grades Pre-K-12. The school is named after Dr. Charles Richard Drew (1904 -1948), an African-American physician who is largely responsible for developing techniques used today for storing and transfusing blood and plasma.

Purpose

Charles R. Drew Charter School serves as a key component of the cradle-to-college/career continuum 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 on The Villages of East Lake, while serving ethnically, culturally, socioeconomically diverse students. Drew is committed to an educational emphasis on removing economic and social barriers so that each child reaches their full potential.

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.

Drew Core Values

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

Educational Approach

Made up of small, flexible, schools within schools, Drew is organized into academies where students are taught by a team of teachers. The Elementary Academy serves students in grades Pre-K-5; the Junior Academy serves students in grades 6-8 and the Senior Academy serves students in grades 9-12.

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

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

Drew Charter School's Primary and Elementary Academies operate in Drew's original building that is attached to the East Lake Family YMCA. The Junior and Senior Academies are housed in a new state of the art facility across the street at the Yates Upper Campus. In addition, the school is surrounded by the Charlie Yates public golf course and the Villages of East Lake apartment home community. The East Lake Community Foundation provides funding for golf professionals, who work with our students on a daily basis during their physical education classes and in the after school First Tee® of East Lake Program.

What Is A Charter School?

Charter schools are public schools of choice that have greater flexibility in implementing 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.

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 11th 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.

PARENT AND STUDENT RESOURCES

Child Find

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

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

Homeless Children and Youth

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

1. Children and youth who are forced to share the housing of other persons due to the loss of housing, economic hardship, or a similar reason; live in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; live in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

2. Children and youth who have a primary nighttime residence that is not designed for or ordinarily used as regular sleeping accommodation for human beings;
3. Children and youth who live in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or,
4. Migratory children are considered homeless when they are living in circumstances set forth in items 1, 2 and 3.
5. Unaccompanied Youth are students who are not in the physical custody of a parent/guardian and are living in a homeless situation.

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

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

Home Schooling Attendance Reporting

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

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

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

Hospital Homebound

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

School Counselors

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

School counselors do not take the place of private therapists and cannot provide long-term therapy for students. Middle and high school counselors also help with student advisement and focusing on career pathways. Parents, teachers, and students can initiate a referral to the school counselor. For additional information, contact your school counselor

School Health Services

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

School Nutrition Program

Well-nourished students have higher test scores, increased school attendance, improved concentration, and improved classroom behavior. Students who are physically fit sleep better and are better able to handle the physical and emotional challenges that they encounter during the day. Send any and all questions about anything school nutrition related to nutrition@drewcharterschool.org or if it's a technical issue like this they can call the MealTime tech support number on the webpage.

School Social Workers

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

Section 504 Rights and Procedural Safeguards

Notice of Rights of Students and Parents Under Section 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. For more information regarding Section 504, or if you have questions or need additional assistance, please contact the Special Education Lead Teacher (SELT) at Drew Charter School.

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

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

15. If you disagree with the decision of the impartial hearing officer (board members and other school employees are not considered impartial hearing officers), you have a right to a review of that decision according to the school system's impartial hearing procedure. 34 CFR 104.36.
16. You have the right to, at any time, file a complaint with the United States Department of Education's Office for Civil Rights.

Procedural Safeguards

1. Overview:

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

2. Hearing Request:

The Request for Hearing must include the following:

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

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

3. Mediation:

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

4. Hearing Procedures:

- a. Special Education Lead Teacher will obtain an impartial review official who will conduct a hearing within 45 calendar days from the receipt of the grievant's Request for Hearing unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official.

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

5. Decision:

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

6. Review:

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

School Operations

School Hours

The Drew Charter School Yates Campus building is open between 7:15 a.m. and 4:30 p.m., with the exception of extracurricular activities, office hours, and athletics. The main office is open between 7:30 a.m. and 4:30 p.m. during the school year. The school office staff can be reached at the Main Office: (470) 355-1200.

School Communication

The Junior Academy's primary form of communicating information is Remind: School Communication (application available for download). The JA and each grade level will disseminate information via this platform. The principal will e-mail weekly communication to all parents, families, and stakeholders. The larger Drew organization generally communicates via e-mail.

School Telephone, Student Cell Phone Use, & PED

Students will only be allowed to use the school telephone for emergencies and only with staff permission and supervision. Delivering messages to students in class is disruptive and time consuming. Therefore, we ask parents/guardians to use other means of communicating with their students, whenever possible. Junior Academy students are allowed to bring their cell phones to school; however, we require students to keep ALL electronic devices in the homeroom lockbox during the school day. We also ask parents/guardians not to call or receive phone calls from their student's cell phones during the school day and remind students to keep phones in the lockbox. If a student needs to call their parent/guardian, they will be provided with the opportunity to use a school phone. Phones can and will be confiscated as deemed appropriate. Parents may be required to pick up cell phone devices. *The Junior Academy assumes no responsibility for lost, stolen, damaged, etc. cell phones and/or electronic devices.*

The Junior Academy is committed to having a safe school environment that promotes the maximum learning potential of all students. **All cellphones must be placed in the student's homeroom lockbox daily. Instances where students arrive to school tardy, cellphones must still be placed in the lockbox before entering class. Personal Electronic Devices (PED) including but not limited to the following are not allowed on campus under any circumstance: iPads/tablets, personal laptops, smartwatches, wireless headphones etc. ALL JA STUDENTS MUST USE A SCHOOL ISSUED LAPTOP OR DEVICE.**

Times when PEDs may be allowed:

- Digital learning platforms that require listening devices
- PBL/ Major projects requiring video recording/ editing
- Other circumstances permitted by Drew Charter faculty and staff

Violation of this policy will result in the following consequences:

Level 1: Cell Phone/ PED visible (in pocket, on desk, in hand not in use, etc.)

1st offense: Warning issued and cellphone/ PED placed in lockbox or on teacher's desk

2nd offense: Student may collect cellphone/ PED at the end of class or day

3rd offense: Parent/Guardian required to pick up from administration

Level 2: Cell Phone/ PED in use (talking, texting, playing games, being on apps, etc.

1st offense: Returned at the end of the day and parent contacted (will be made aware that next infraction will result in parent/guardian collecting phone/ PED from the school)

2nd offense: Parent/ Guardian required to pick up device from administration

Level 3: Instrument of disorderly conduct (recording fights, incidents, inappropriate communication, etc.)

1. Cell phone/ PED confiscated
2. Referral written
3. Parent/ Guardian required to pick up device from administration

NO STUDENT SHALL RECORD, EXCHANGE, OR POSSESS ANY PHYSICAL ALTERCATIONS, INAPPROPRIATE, OR LEWD PHOTOS. ALL WILL RESULT IN A DISCIPLINARY INFRACTION AND MAY INCLUDE LEGAL REPRIMAND IF DEEMED NECESSARY.

School Visitors

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

Volunteer Program

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

Level II Clearance

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

Any volunteer who will interact with students in the presence of school staff will need to be cleared by:

- Completing the Volunteer Release Form
- Submitting a copy of government issued ID

Once they have submitted the paperwork listed above, a staff member must check their name on the US Department of Justice's Sex Offender Registry.

If they are not listed on the website they can be cleared and added to the list of approved volunteers.

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

Level III Clearance

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

Any volunteer who will interact with students without a staff member will need to be cleared by:

- Completing the above steps for Level II Clearance
- Completing the GAPS Cogent Applicant Registration Form in addition to paying the \$45 fee

Once they have submitted the paperwork listed above, a staff member must enter all their information into the Applicant Registration section of the GAPS Cogent website.

After 2 to 3 days the applicant's report will be ready to view by an HR representative who will determine if they are clear to volunteer.

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

Emergency Procedures

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

School Closing

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

Field Trips

Parents will receive notices of field trips in advance of the scheduled trip and will be asked to sign a field trip permission form. Sometimes a small contribution may be requested to help defray transportation or facility costs. No student will be penalized in any manner or denied the opportunity to go on the field trip that is part of the regular academic program for failure to contribute.

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

Individuals or organizations often offer the opportunity for students to travel during weekends or school breaks, or even during times when school is in session. Unless these opportunities are approved by Drew

Charter School, matters of interest or concern must be addressed to the individuals or representatives sponsoring these trips.

Clubs, Organizations & Extracurricular Activities

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

Students attending regularly scheduled club meetings must follow the rules established by their school. Clubs will meet on a scheduled basis so as not to conflict with academic instruction. Sponsors or coaches of athletic teams, student clubs, performing groups such as the band, choir, and dance 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. ***Students are not allowed to participate in after school athletics, clubs, extracurricular activities, etc. if they are absent from school that day or do not attend school for at least a half of day.***

Student Health Services

School Nurse/LPN

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

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

Medication

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

Sick Call

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

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

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

Cafeteria and Food Procedures

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

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

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

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

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

Contacting Staff Members

Communication between staff members and parents/guardians is critical for students' success. Below are several procedures and norms for this communication. ***EACH JA TEACHER HAS A ZOOM NUMBER.***

1. Parents/guardians should expect staff to respond to phone calls and emails within two business days (48 hours)
2. Upon receipt of a conference request, staff members will attempt to schedule conferences within 48 hours. The parent/guardian should report to the office at the time of the agreed appointment and the main office staff will provide a visitor's pass and notify the faculty member.
3. Please always check in at the front office and refrain from going directly to classrooms or offices before the main office has contacted the staff member.

Parent-Teacher Conferences

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

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

Locker Usage Procedures

ALL BOOKBAGS/BACKPACKS MUST BE PLACED IN THE LOCKER EACH DAY. BOOKBAGS/BACKPACKS ARE NOT PERMITTED IN CLASSROOMS AND ARE NOT TO BE CARRIED IN THE BUILDING DURING THE INSTRUCTIONAL DAY.

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

Personal Belongings

Each grade level has a large crate on the hallway where students should retrieve any lost item. Items that are not claimed by the end of each month will be donated or purged. Items of clothing that may be removed, such as coats and sweaters, should be labeled with the student’s name and placed in the main JA office.

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 regular attendance for 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 at 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 is considered truant.

The law states the following: “Any parent or guardian 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, 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 Code section after the child’s school system notifies the parent or guardian, 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.

Following each Full Day of Unexcused absences:

Parent Contact via Robocall and automated email responses

Excuse note requested parent/student must be provided within three (3) days of the student’s return to school, or the absences will be marked as unexcused.

Please send all notes of excuse, and or medical documentation to attendance@drewcharterschool.org. If you’re unable to email your documentation, please have your student give note of excuse, or medical documentation to the secretary at the Yates Campus. Parents/guardians are requested to contact the counselor, Dean of Students and/or principal immediately in the event of extended absences.

Absence Policy

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

1. After three (3) unexcused absences the counselor will contact the parents by email, phone, or in person and remind them of the school’s attendance policy. The school will document the contact with parents.
2. After five (5) unexcused absences the attendance specialist will send an email and/or letter of notice to the parent/guardian reminding them of the school’s attendance policy and intervene to provide support if necessary. Notices will be emailed and/or mailed to the email/ address listed in Infinite Campus.
3. If the student accumulates eight (8) unexcused absences, a referral will be made to the Administrative Staff to schedule a meeting with the parent(s)/guardian(s), and the student in person, or via zoom. The purpose of this meeting is to determine the student’s continued enrollment at Drew Charter School and place the student on an Attendance Intervention Plan in hopes of improving their attendance concerns.

4. If the student accumulates ten (10) unexcused absences, a referral will be made to the School Social Worker. The School Social Worker will send an Intent to File Letter via certified mail to meet with the parent(s)/guardian to intervene/set parameters for withdrawal. The School Social Worker may also refer this case to Juvenile Court. Drew's social worker will indicate to administrators which students have not improved. A student can be withdrawn from school if they accumulate ten (10) consecutive unexcused absences.
5. Residency verification documents may be requested.

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), and excessive illegal absence/ tardiness may result in the retention of a student at grade level and referral to the juvenile authorities. Unexcused absences are the students' willful absences from school without the knowledge of parents (guardians), or the students' absences from school without justifiable causes with the knowledge of parents (guardians). Unexcused absence and truancy may lead to legal action to include court proceedings involving parents/guardians and/or students, if the student is less than sixteen (16) years of age. Georgia statutes (O.C.G.A. § 20-2-690.1) require school attendance until the age of sixteen (16).

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
- Register to vote or vote in public
- Court proceedings (one-day limit) elections
- Religious proceedings
- Serve as a page in the Georgia General Assembly

Absence Documentation Requirement

Parent's Notes

All absences require medical documentation, and or written note from the parent/guardian, explaining the absence(s). The note and/or medical documentation should be emailed to attendance@drewcharterschool.org. If you're unable to email your documentation, your student should deliver the note/medical documentation to the secretary at the Yates Campus when they return to school. Failure to submit such note and/or medical documentation within three (3) days after returning to school will result in an unexcused absence being recorded. Please note that no more than five (5) handwritten parent or guardian notes will be accepted per school year; additional absences will require official documentation.

Doctor's Note

Upon return to school, a student absent 3 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.

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 the 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 attendance matters. Continued and repeated attendance matters will jeopardize the student's continued enrollment at Charles R. Drew Charter School.

Unexcused Tardy

Student arrival to first period at any time after 8:15 am will result in a recording of a tardy. It is suggested that students arrive at school by their appointed arrival window time to ensure prompt arrival to first period class. Repeated failure to comply with this policy could result in the student losing the privilege of attending Drew Charter School.

Following each Unexcused Tardy to school:

- Parent Contact via Robocall and automated email responses
- Updated with the time of arrival and reason for tardy

Please send all proof of medical and or dental appointment(s) for tardy to attendance@drewcharterschool.org. If you're unable to email your proof of medical, or dental appointment, please have your student give proof to the secretary at the Yates Campus upon their return to school. If documentation is not received within three (3) days of the student's tardy, it will be marked as unexcused.

Tardiness Procedures

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 five (5) unexcused tardies the counselor will contact the parents by email, phone, or in person and remind them of the school's tardy policy. The school will document the contact with the parent.
2. After ten (10) unexcused tardies the attendance specialist will send an email, and or letter to the parents reminding them of the school's tardy policy and intervene to provide support if necessary. Notices will be emailed and/or mailed to the email/ address listed in Infinite Campus.
3. If the student accumulates fifteen (15) unexcused tardies, a referral will be made to the Administrative Staff, and School Social Worker. Parent(s)/guardian(s) and/or the student are required to attend a mandatory meeting regarding being tardy to school, either in person or via zoom.
4. A committee will develop a 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.
6. Residency verification documents may be requested.

Early Dismissal Policy

1. After five (5) unexcused early dismissals the counselor will contact the parent by email, phone, or in person and remind them of the school's early dismissal policy. The school will document the contact with the parent.
2. After ten (10) unexcused early dismissals the attendance specialist will send a letter to the parent reminding them of the school's early dismissal policy and intervene to support if necessary. Notices will be emailed and/or mailed to the email/ address listed in Infinite Campus.
3. If the student accumulates fifteen (15) unexcused early dismissal, a referral will be made to the School Social Worker.
4. Residency verification documents may be requested.

Charles R. Drew Charter School operates on an extended day schedule. Attendance for the entirety of the school day is mandatory. Scholars are required to remain on campus for the full duration of the day in order to receive their in-person classroom instruction. Early dismissals and late arrivals disrupt the learning process and are strongly discouraged, except in cases of illness, emergency, or with prior administrative approval.

The school reserves the right to take appropriate action in cases of excessive absences, tardiness, or early check-outs, in accordance with district and state attendance guidelines. Families are encouraged to schedule appointments and personal commitments outside of school hours whenever possible to support uninterrupted learning. (In Bold) Early dismissal ends at 3:00pm. Students will not be released for early dismissal after 3:00pm.

STUDENTS WITH 504 PLANS AND INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

Students with 504 Plans and Individualized Education Programs (IEPs) are required to adhere to Drew Charter School’s established attendance policy. The existence of a 504 Plan or IEP does not, in itself, constitute an excused absence or tardy. Families are responsible for reporting all absences in a timely manner and for submitting the necessary documentation in accordance with school requirements. Attendance procedures are designed to align with Drew Charter School policy, Section 504 of the Rehabilitation Act, and the Individuals with Disabilities Education Act (IDEA).

For clarification regarding individual student accommodations, families should contact the MTSS/504 Coordinator or the Special Education Lead Teacher.

Make-up Work

Students are responsible for all work missed when absent from school. Immediately upon returning to school, the student must arrange with his/her teacher to make up all work (assignments, tests, projects, etc.). For extended absences, the student and/or family should contact teachers to establish a timeframe for submitting missed assignments. ***Last day to turn in late assignments will be the first school day of the following month.***

REVISED LATE POLICY:

<p>Late Assignments</p>	<ul style="list-style-type: none"> • When a student does not turn in an assignment, “missing” will be entered into Infinite Campus (IC). Students will have until the first school day of the following month to turn in any late assignment. • Any assignment turned in after the due date, 10 pts will be deducted • Students who turn in assignments & make any effort, cannot earn less than a 50 (exception: tests & quizzes) • If a student fails to turn in an assignment by the late assignment deadline or makes no effort to complete assignment in class, a score of 30 will be entered into IC
<p>Assessments</p>	<ul style="list-style-type: none"> • Tests: No opportunities for re-takes • Quizzes: Students who score a 69 or lower, will have the opportunity to complete a recovery assignment (will vary based on the teacher). It is important to note that students are responsible for following up on this opportunity. Student must complete recovery assignment within 1 week of when the original assignment was graded

Absence Documentation Requirement

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

STUDENT CODE OF CONDUCT

Behavioral Norms

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

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

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

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

School Norms

Honor Trust

Show Respect

Act Responsibly

Present Professionally

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

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

Examples of Norms Infractions

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

Student Grievance Procedure

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

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

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

Rules to Live By

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

Respectful Communication

The way we talk to each other is one of the most important building blocks in our relationships. Inappropriate speech that is foul or offensive does not communicate an environment of respect to each other or to guests of Drew Junior Academy. Remarks that are disparaging or hurtful damage our ability to trust one another. Speech should be uplifting and appropriate.

Respect Others and Their Property

An environment where theft, violence, or bullying is present is not one of trust, respect or responsibility. We should make our school a comfortable, safe space for everyone.

Dress Code and Uniform Policy

2025-2026 Junior Academy Dress Code and Uniform Policy

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

All Students			
Shirt	<ul style="list-style-type: none"> • Solid white or gray polo or oxford shirt 		
Pants and Skirts	<p>or -----</p> <ul style="list-style-type: none"> • Solid khaki skirts worn no more than 3 three inches above the knee • (Solid white, black, brown, gray or navy tights may be worn with a uniform skirt) • Solid khaki pants or shorts worn no more than three inches above the knee • Pants, shorts and skirts with belt-loops must be worn with a neutral colored belt 		
Shoes and Socks	<ul style="list-style-type: none"> • Any closed toe and school appropriate shoe (no slides, flip flops, sandals, Crocs, slippers, or shoes with an open back.) 		
Hair	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • All hair and facial hair should be neatly groomed with respect to cultural norms. </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • All hair should be neatly groomed with respect to cultural norms. </td> </tr> </table>	<ul style="list-style-type: none"> • All hair and facial hair should be neatly groomed with respect to cultural norms. 	<ul style="list-style-type: none"> • All hair should be neatly groomed with respect to cultural norms.
<ul style="list-style-type: none"> • All hair and facial hair should be neatly groomed with respect to cultural norms. 	<ul style="list-style-type: none"> • All hair should be neatly groomed with respect to cultural norms. 		
Jackets and Sweaters	<p>Students may also wear the following:</p> <ul style="list-style-type: none"> • Outerwear purchased from Charter School Uniforms and Flynn O’Hara (https://www.flynnohara.com/index.aspx) specifically, the V-neck cardigan sweater, the V-neck pullover sweater vest, and the polar fleece zip front jacket • Official Drew athletic pull over zip-up jackets purchased as part of participation in a sport • All sweatshirts, hoodies, sweaters, etc. must be solid color: black, gray, forest green, white, tan; however, shirt collar should remain visible • Drew apparel (of any color) is permitted. A polo or collar shirt must be worn underneath <p>All other outerwear, including but not limited to jackets, vests, sweatshirts, hoodies and non-Drew items, should be stored during the school day.</p> <p>Jackets with hoods are STRONGLY discouraged. Students are not allowed to have hoods up inside the building at any time. Outerwear must be worn on the correct side and manner.</p>		

Other	<ul style="list-style-type: none"> • Dress Down Passes may be issued as a reward or incentive. Students with passes are encouraged, but not required to wear a Drew spirit wear (t-shirt, jacket, sweatshirt, etc). Students may wear jeans, cargo pants or other appropriate style pants without holes or rips above the knee. Students may wear hats, crocs, slides, and other clothing/shoes as deemed school appropriate by JA administration on dress down days. • When approved by the administration select team and spirit clothing may be allowed on particular school days. Organization/Club t-shirts cannot be worn in lieu of a white polo unless explicit approval is given.
<ul style="list-style-type: none"> • All accessories should be consistent with the formal and professional spirit of the uniform policy. • Head coverings are only allowed for religious reasons inside of the school building. (<i>Bandanas, scarves, headbands, etc. maybe worn but must not exceed a length of 5 inches</i>) • Underwear, lingerie, bare cleavage, shoulders, midriiffs, backs or hips should be covered at all times. 	

*Student Requested and Honored Uniform Change

Uniforms must be neat and clean and students should also practice good hygiene. The policy above **applies to students as they enter the school building and throughout the school day**. Students will be required to secure appropriate attire before attending class. Please contact the Dean of Students if there is a need for uniform support as the Dean may be able to assist you.

School Prank/Vandalism

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

Out-of-School and In-School Suspension

Out-of-School Suspension (OSS)

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

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

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

In-School Suspension (ISS)

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

Location of Violations

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

1.1. School property includes, but is not limited to:

1.1.1. The land and improvements which constitute the school;

1.1.2. Any other property or building, including school bus stops, wherever located, where any school function, event, or activity is conducted;

1.1.3. Any bus or other vehicle used in connection with school functions and activities, including but not limited to, school buses, buses leased by Drew, and privately owned vehicles used for transportation to and from school activities;

1.1.4. Personal belongings, automobiles, or other vehicles which are located on school property;

1.1.5. Off campus and not at a school event or function if the behavior meets the definition of an off campus behavior violation or directly affects the safety and welfare of the school community or the orderly mission and function of the school; and

1.1.6. En-route to the student's home from school.

1.2. School technology resources includes, but is not limited to:

1.2.1. Electronic media systems such as computers, electronic networks, messaging, and website publishing, and

1.2.2. The associated hardware and software programs used for purposes such as, but not limited to, developing, retrieving, storing, disseminating, and accessing instructional, educational, and administrative information.

Investigation of Misconduct

When a student code of conduct violation is reported or suspected, the principal or designee will determine whether an investigation is warranted and, if so, will instruct appropriate personnel to conduct an investigation. The investigation should include interviews with the alleged perpetrator(s), victim(s), identified witnesses, teacher(s), staff members, and others who might have relevant information. Written statements should be requested from all individuals who are interviewed. Video surveillance, if available and relevant, should be reviewed and secured. School police and other support staff may be utilized for their expertise as determined by the circumstances of the matter.

At an appropriate time during or after the investigation, the parent or guardian will be notified. However, if the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately. The principal or his/her designee should also

immediately inform parents/guardians when students are removed from the school setting by emergency medical or law enforcement personnel.

The determination of whether a student has violated or has not violated the student code of conduct will be made based solely on a preponderance of the evidence. In other words, it is more likely to be true than not true, based on the evidence, that the student did violate the rule. Once it has been determined that a rule(s) was violated, the administrator will follow the progressive discipline process.

Student Questioning by Officials

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

Student Questioning by Law Enforcement

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

Progressive Discipline Interventions (Secondary)

Tier 1 Discipline (Minor)		
Classroom Intervention/Response Every intervention and response should be documented in a school-level/PBIS tracking system, and students should journal their response or understanding of the process and the intervention.		Administrative Intervention/Response Every administrative action taken should be documented in a school-level/PBIS tracking system.
1. Nonverbal cues for redirection 2. Verbal warning 3. Give student a break 4. Revisit, clarify, and reinforce expectations/agreements 5. Give clear and concise directions 6. Provide explicit instructions 7. Modify expectation if accommodation is needed 8. Use positive reinforcement for expected behavior 9. Meditation and journal reflection (written or recorded) 10. Partner with a student for accountability support	11. Partner with another teacher for short-term reflection 12. Student meditation period with a follow-up impromptu restorative conversation 13. Student choice of pre-selected consequences 14. Problem solving process using affective language 15. Problem solving circle 16. Restorative conversation 17. Teacher/student conference 18. Teacher/student/parent conference 19. Teacher/student/counselor conference	1. Partner student with another staff member for short term reflection Teacher/student/administrator conference 2. Documentation of written warning 3. Student video or paper of steps to self-correct behavior and needed supports 4. Quiet reflection period with administrator, followed by affective dialogue and notice of correction

Tier 2 Discipline (Intermediate-Moderate)			
Teacher Intervention/Response Every intervention and response should be documented in a school-level/PBIS tracking system, and students should journal their response or understanding of the process and the intervention.		Administrative Intervention/Response Every administrative action taken should be documented in a school-level/PBIS tracking system.	
<ol style="list-style-type: none"> Affective language Review expectations Confiscate item of disturbance for a limited amount of time and allow student to journal reflection on expectations and why item was confiscated using affective language Write or record an apology to everyone impacted by actions Written reflection 	<ol style="list-style-type: none"> Change seating with review of expectations and partner with a buddy for accountability and support Visit to cool down zone/ safe space/peace center for a designated period Conflict resolution with affective questions Mediation (student-student) Referral to counselor Referral to social worker Referral to administrator 	<ol style="list-style-type: none"> Temporary removal from class and facilitate an impromptu restorative conversation Adult mentor (10-30 days check-in and support) Adult pairing check-in/check-out (10 days) Allow the student to take accountability for actions and decide how to make amends using a graphic representation Lunch detention Lunch duty Behavioral contract Removal of school privilege with ability to reinstate after agreed upon amends 	<ol style="list-style-type: none"> Reflection "Think Sheet" with restorative questions Change classrooms with review of expectations and partner with new classroom buddy for accountability and support Assignment of school duty (student choice) Assignment of school duty (administrator choice) Written correction with consequences detailed for recurrence Mediation (teacher-student) Restorative conference Restorative problem solving Silent lunch

Tier 3 Discipline (Serious)		
Classroom Intervention/Response Every intervention and response should be documented in a school-level/PBIS tracking system, and students should journal their response or understanding of the process and the intervention.	Administrative Intervention/Response Every administrative action taken should be documented in a school-level/PBIS tracking system.	
<ol style="list-style-type: none"> Restorative conference Repair/restore/reparations Community service plan Referral to administrator 	<ol style="list-style-type: none"> Therapy referral Restorative circle Restorative conference Formal restorative conference Restitution with student input Restitution without student input Removal of privileges for a period, until restoration or repair/restitution is achieved 	<ol style="list-style-type: none"> Removal from clubs and organizations for a period, until restoration or repair/restitution is achieved Community service project School beautification project Threat assessment Behavior specialist referral Functional behavior assessment

Junior Academy Student Behavior Plan

Safety Organized Accountable Respectful (S.O.A.R.)

	Hallways	Transitions	Restroom	Cafeteria
Safe	<ul style="list-style-type: none"> ✓Walk on the right-side 	<ul style="list-style-type: none"> ✓Walk ✓Single file ✓Right-side of stairs 	<ul style="list-style-type: none"> ✓One person, one stall ✓Use, wash, rinse, dry 	<ul style="list-style-type: none"> ✓Walk ✓Once you're out, you're out
Organized	<ul style="list-style-type: none"> ✓Pride the space ✓Four on the floor 	<ul style="list-style-type: none"> ✓Follow the space's protocol 	<ul style="list-style-type: none"> ✓Four on the floor 	<ul style="list-style-type: none"> ✓Four on the floor ✓Seat first, wait second, move last
Accountable	<ul style="list-style-type: none"> ✓Lockers -First Come, First Served 	<ul style="list-style-type: none"> ✓Be there and be on time 	<ul style="list-style-type: none"> ✓See something, say something 	<ul style="list-style-type: none"> ✓Pride the space ✓Seat first, wait second, move last
Respectful	<ul style="list-style-type: none"> ✓Honor personal proximity ✓Proper language ✓Move succinctly and swiftly 	<ul style="list-style-type: none"> ✓Honor personal proximity ✓Proper language ✓Move succinctly and swiftly 	<ul style="list-style-type: none"> ✓Honor personal proximity ✓Proper language ✓Move succinctly and swiftly 	<ul style="list-style-type: none"> ✓Honor personal proximity ✓Proper language ✓Move succinctly and swiftly

Yearly Schedule for Teaching Common Expectations

Wednesday July 30, 2025, 3:15 pm

Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.

Wednesday January 7, 2026, 3:15 pm

Mid-year review of core values, student behavior, classroom expectations, and common area expectations building wide.

Monday April 13, 2026, 3:15 pm

Final review of core values, student behavior, classroom expectations, and common area expectations building wide.

Atlanta Public Schools Code of Conduct

Please note that the Atlanta Public Schools Code of Conduct (found in Appendix A) is utilized to determine specific disciplinary action. Any updates to the Code of Conduct may be found at <https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36031014&revid=1X9NCsNQmQ5kkjCvMcplus1Uw==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=p6v70fD4K8ukRv6vtplusTtSg==&PG=6&IRP=0&isPndg=false>.

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.

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 will be sent via email.

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.

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 for events without permission of the Principal, except when the student is competing/participating in an official event as a member of a team or club. Failure to adhere to this rule can result in the student receiving additional disciplinary charges and/or an increased disciplinary response.

REPORTING TO LAW ENFORCEMENT

In addition to discipline of students by Drew, student conduct may be reported to appropriate law enforcement authorities, including pursuant to O.C.G.A. 20-2-1184. Some Student Code of Conduct violations may also

result in criminal charges. School disciplinary action will be independent of any criminal or juvenile court decisions. When it comes to the attention of Drew that an offense has occurred which may constitute criminal behavior, the officials and employees of Drew will cooperate with the police and other investigative agencies in providing and sharing information about the student to the degree that the official or the employee deems necessary and/or is governed by law. As required by the Georgia Legislature, Drew encourages parents/guardians to inform their children of the consequences, including potential criminal penalties, of underage sexual conduct and crimes for which a minor can be tried as an adult.

Long-Term Suspension

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

Mandatory Transfer from Drew

If a student is being considered for mandatory transfer from Drew Charter School, the Principal shall provide written notification to the student and his or her parent(s) or guardian(s) that the student is being considered for transfer to another school. Such notice also shall set a time and place for an informal conference with the Principal and shall inform the parent(s) or guardian(s) of their right to be accompanied by an individual of their choice. Except for those items, which, under state and federal law, require immediate transfer, the Principal may not require a transfer of a student unless a prior written and verbal warning for mandatory transfer has been issued to both the student and his/her parent or guardian.

In that "final warning", documentation must appear which clearly demonstrates which aspects of the Student Discipline Policy or Family/School Compact have been violated and why these violations warrant mandatory transfer if continued. If, following the informal conference, the Principal maintains that the student would receive an adequate and appropriate education in another school program, the Principal shall provide written notification to the student and his or her parent(s) that the student is being required to transfer. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of mandatory transfer at the last known address. Where possible, notification shall also be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall include a description of the behavior and/or academic problems indicative of the need for transfer, a description of the alternatives explored, prior action taken to resolve the problem, and an invitation for an immediate formal hearing with the Principal and the Head of School.

At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence. The parents, should they so choose, may also present materials to the Principal or Head of

School for consideration. The Head of School will render a formal decision with 24 hours of the hearing. Upon requiring a student to transfer from Drew Charter School, a written notice will be sent to Atlanta Public Schools.

IEP and IDEA Requirements; Due Process¹

Drew commits to staying in compliance with any federal law regarding student discipline for children with disabilities, and will stay apprised of any changes in the law. Students with disabilities have the same rights and responsibilities as other students and may be disciplined for the same behavioral offenses. If a student with disabilities has an IEP that includes disciplinary guidelines, that student will be disciplined according to those guidelines as required by IDEA. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policies discussed above.

Any student who is receiving special education services or has been identified as a student with a disability under the Individuals with Disabilities Act (IDEA) and whose acts are determined by the Head of School, Principal, or Board of Directors to have violated any rules, regulations or laws as alleged, shall be referred to an IEP committee. The IEP committee will be responsible for determining if the student's conduct is a manifestation of his/her disability. The IEP committee shall also have the authority to consider, recommend and implement any changes in a student's IEP or educational placement. Nothing in these rules shall alter or adversely affect the rights of students with disabilities under applicable federal and state laws.

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

¹ These policies and procedures may be revised during the charter term if the leadership team deems it necessary.

ACADEMIC PROGRAM

Philosophy

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

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

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

Project-Based Learning

Project-Based Learning (PBL) is an instructional approach that engages students in authentic learning designed to answer a question or solve a problem. Students learn 21st century skills as they learn core content through rigorous, hands-on experiences. Unlike projects that are sent home in addition to the “real” work, in a PBL environment, projects are the centerpieces of the lesson. Teaching occurs through the project, rather than teaching and then doing a project. PBL is the main course, not the dessert. Students use technology tools in ways that professionals do – to communicate, collaborate, research, analyze, create, and publish their work for authentic audiences.

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

School Wide Learning Outcomes

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

- 40% Knowledge/Thinking
- 20% Oral Communication
- 25% Written Communication
- 15% Collaboration

Grading Scale

- A = 90 – 100
- B = 80 – 89
- C = 70 – 79
- F = 0 – 69

Promotion Requirements

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

2025- 2026 JA Grading Calendar

Reporting Term	Grading Window	Grades Due
Mid- Semester 1	September 26 th - October 2 nd	October 2 nd
Semester 1	December 16 th – January 5 th	January 5 th
Mid- Semester 2	March 12 th – March 19 th	March 19 th
Semester 2	May 11 th – May 15 th	May 15 th

Student/Parent Notice Procedures

Students will send biweekly emails to parents to notify and update on current grades and assignments. Parents not receiving biweekly emails should immediately notify the grade level lead (AIS), counselor, and JA administration. Parents have unlimited access to student grades and performance via Parent Portal and Infinite Campus.

School Issued Materials, Supplies and Equipment

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

Community Service Policy

What is Community Service?

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

What types of activities constitute Community Service Learning?

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

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

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

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

Benefits

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

Student Behavior and Dress

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

Schedules

2025 - 2026
6th Grade - A/B Day Schedule
AIS – ISHARA HALL

1st Period	8:15-9:30
2nd Period	9:35-10:50
S.W.E.E.T.	10:55-11:55
3rd Period	12:00-1:50
Lunch	12:00-12:30
4th Period (Enrichment)	1:55-3:10
Advisory	3:15-3:45

2025 - 2026
7th Grade - A/B Day Schedule
AIS – CHIQUITA MATHIS & PERRI LENNON

1st Period	8:15-9:30
2nd Period	9:35-10:50
S.W.E.E.T.	10:55-11:55
3rd Period	12:00-1:50
Lunch	12:30-1:00
4th Period (Enrichment)	1:55-3:10
Advisory	3:15-3:45

2025 - 2026
8th Grade - A/B Day Schedule
AIS – Lauren Allen

1st Period	8:15-9:30
2nd Period	9:35-10:50
Lunch	10:55-11:25
S.W.E.E.T.	11:30-12:30
3rd Period (Enrichment)	12:35-1:50
4th Period	1:55-3:10
Advisory	3:15-3:45

Drew Charter School Family/School Compact

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

Student's Name _____ Grade: _____

Homeroom/Advisor: _____

Drew Charter School is a part of the East Lake community and is an integral part of a holistic neighborhood revitalization led by the East Lake Foundation.

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

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

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

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

1. Make sure that my child is at school each day, is on time (in class no later than 8:15 a.m.), and will help enforce the proper uniform (and verify any discrepancies)
2. Ensure that my child is ready to learn with the proper supplies at the start of each day and is picked up on time each day.
3. Attend parent meetings/conferences and be aware of additional intervention and academic support activities and make sure that my child participates if he/she has any deficiencies.
4. Interact in a respectful and courteous manner with all school staff and review and answer messages from teachers and staff
5. Know and reinforce all school norms and expectations and be responsible for school property and computer equipment issued to my child;

6. Report any illness or absences and any change in address, phone number or family status within seven days.

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

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

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

Signature Section:

Parent or Guardian Name _____

Home Number _____ Cell Number: _____

Email: _____

Signature of Parent or Guardian _____ Date _____

Student Name _____

Signature of Student _____ Date _____

Grade _____ Homeroom/Advisor _____

Teacher Name _____ Date _____

Signature of Teacher _____ Date _____

Drew Charter School Student Artificial Intelligence (AI) Usage Guidance

Introduction

At Drew Charter School, we believe that artificial intelligence (AI) tools can be a valuable resource for learning and exploration. These tools can help you learn new things, be more creative, and improve your research skills. However, it's important to use these tools responsibly and ethically. As we remind our students, "AI is a tool, not the engine."

Below we have outlined some essential information for understanding our school's perspective towards this rapidly evolving technology.

Understanding AI Tools

AI tools come in many forms, but some common ones include:

- **Chatbots:** These are computer programs that can have conversations with people.
- **Writing assistants:** These tools can help you with grammar, style, and even generating ideas.
- **Research assistants:** These tools can help you find relevant information and summarize it.

Important Considerations

- **Academic Integrity:** AI tools should never be used to replace your own work or understanding. It's important to properly cite any information or ideas you get from AI tools, just as you would with any other source. Drew adopted the Stoplight Model for guiding student usage of AI last school year. This model has recently been adopted by the Georgia Department of Education, as well.
- **Data Privacy:** Be mindful of what information you share with AI tools. Remember, these tools are constantly learning and may store the information you provide.
- **Accuracy and Bias:** AI tools are not perfect and can sometimes generate inaccurate or biased information. It's important to critically evaluate any information you get from an AI tool and cross-check it with other sources.

Some Guidelines for Using AI Tools Responsibly

- **Don't use AI tools for cheating:** This includes using them to complete assignments, write essays, or take tests without doing the work yourself.
- **Don't share personal information:** Avoid sharing personally identifiable information (PII) with AI tools, such as your name, address, phone number, or social security number.
- **Be critical of the information you get:** Don't assume everything an AI tool tells you is accurate. Do your own research and think critically about the information you receive.
- **Always cite your sources:** If you use information from an AI tool in your work, be sure to cite it properly, just as you would any other source.
- **If you're unsure, ask!** If you're not sure whether it's appropriate to use an AI tool for a particular task, ask your teacher or librarian for guidance.

Examples of Appropriate AI Tool Use

- **Brainstorming ideas for a project.**
- **Checking your grammar and spelling in a paper.**
- **Finding relevant sources for a research project.**
- **Asking questions about a topic you're learning about.**

By following these guidelines, Drew students can use AI tools responsibly and ethically to enhance your learning experience.

Please note: This document is meant for informational purposes only and does not constitute a complete set of rules and regulations. Be sure to review the 2025-2026 Code of Conduct in this handbook for information about misuse of AI.



JA/SA
Student Technology
Handbook

Technology Goals

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

Responsible Use Agreement for Students

At Drew Charter School (DCS), we use technology as one way of enhancing our mission to teach the skills, knowledge, and behaviors students will need to succeed in the global community. With new opportunities come new responsibilities. We expect students to embrace the following principles so they may become responsible, digital citizens. These technologies may include, but are not limited to, school-provided equipment as well as personal devices (computers, tablets, cell phones, laptops, netbooks, e-readers, interactive whiteboards, and more).

1. DCS technology is intended for educational purposes only.
2. All activity over the network or while using Drew technologies may be monitored and/or retained.
3. Access to online content via the DCS network will be filtered in accordance with our policies and federal regulations, including the Children's Internet Protection Act (CIPA).
4. Users are expected to follow the school norms and Rules-to-Live-By online, as well as offline.
5. Misuse of school resources can result in disciplinary action.
6. DCS makes every effort to ensure users' safety and security online, but will not be held accountable for any harm or damages that result from use of school technologies.
7. Users of the school network or other technologies are expected to immediately alert teachers or administrative personnel of any concerns for safety or security (duty to inform).

Acceptable Use Policy

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

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

Internet Access

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

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

Web 2.0 (Email, Social, Collaborative Content)

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

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

Personally-Owned Devices Policy

Security

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

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

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

Downloads

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

Netiquette and Personal Safety

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

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

Plagiarism

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

I will not take credit for content I did not create myself, or misrepresent myself as an author or creator of something found online.

- I understand that research conducted via the Internet should be appropriately cited, giving credit to the original author.
- I understand that I am prohibited from accessing sites that promote plagiarism. These sites should be reported to school personnel.

Cyber-bullying

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

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

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

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

DCS Position on Cyber-bullying and Digital Citizenship

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

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

Limitation of Liability

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

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

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

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

Violations of this Responsible Use Agreement

Violations of this policy may have disciplinary repercussions, including:

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

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

Examples of Responsible/Irresponsible Use

Responsible:

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

Irresponsible Use:

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

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

Handling and Care of Laptops

General

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

Transport, Monitoring, and Supervision

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



Student Technology Handbook and User Agreement Acknowledgement

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

Honor Trust

Show Respect

Act Responsibility

Present

Professionally

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

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

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

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

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

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

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

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

Student Name (Print)

Student Signature

Date

Parent Responsibilities and Terms

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

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

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

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

Financial Terms of Technology Use

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

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

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

Parent/Guardian's Name (please print) _____

Parent/Guardian's Signature _____ Date _____

Parent/Guardian's Email Address _____

Atlanta Public Schools

Student Code of Conduct 2025-2026

Expectations and Responsibilities

Atlanta Public Schools has constructed school discipline policies that are aimed at creating a positive environment that supports the social and emotional development of students, and teaches non-violence and respect for all members of the school community. Our approach to discipline reflects our desire to understand and address the causes of behavior, resolve conflicts, repair harm done, restore relationships, and successfully reintegrate students into the school community. The incorporation of expectations and responsibilities in our discipline framework creates transparency for stakeholders to embrace the expectations and responsibilities that are unique to them.

Students May Expect:

- To receive a free high-quality public education
- To be safe at school
- To be treated courteously and respectfully
- To bring complaints or concerns to the school principal or staff for resolution
- To tell their side of the story before receiving a consequence
- To be told the reason(s) for any disciplinary action verbally and in writing
- To be given information about appealing disciplinary actions
- To express opinions, support causes, and discuss issues

Student Responsibilities:

- To read and become familiar with this Code of Conduct
- To attend school daily, prepare for class, and complete class and homework assignments to the best of their ability
- To know and follow school rules and instructions given by the school principal, teachers, and other staff
- To tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the community
- To treat everyone in the school community with respect
- To respect school property, community property, and the property of others

Parents/Guardians May Expect:

- To be actively involved in their child's education
- To be treated respectfully by all APS employees and staff
- To access information about APS (Board) policies and procedures
- To be notified promptly if their child is disciplined for inappropriate or disruptive behavior and informed of the consequences assigned
- To appeal disciplinary actions taken by the student disciplinary hearing officer
- To receive information about their child's academic and behavioral progress

Parent/Guardian Responsibilities:

- To read and become familiar with this Code of Conduct
- To make sure their child attends school regularly, on time, and to notify the school before the school day begins if their child is absent
- To give the school accurate and current contact information and inform/ update that contact information when and if it changes
- To tell school officials about any concerns or complaints respectfully and in a timely manner
- To work with the school principal, teachers, and other staff to address any academic or behavioral concerns regarding their child
- To talk with their child about the behavior expected in school
- To support their child's learning and school activities at home
- To be respectful and courteous to all APS employees and staff
- To respect other students' privacy rights

Glossary of Terms

Anti-Semitism

Atlanta Public Schools has adopted the definition of Antisemitism pursuant to Georgia House Bill 30 and the working definition adopted by the International Holocaust Remembrance Alliance (IHRA).

Appeal

A request for the Superintendent and the Atlanta Board of Education to review a hearing officer's disciplinary determination. The hearing officer's decision may be appealed by submitting a written letter to the attention of the Superintendent, at 130 Trinity Avenue, Atlanta, Georgia 30303, within 20 days from the date the decision is made.

Behavioral Correction Plan

A set of behavioral intervention strategies for students identified as chronic-disciplinary-problem students.

Behavior Intervention Plan

A set of strategies to support special education students with inappropriate classroom behaviors.

Bus Suspension

The student is suspended from riding the bus. During this time the parent/guardian is responsible for providing transportation to and from school.

Detention

A teacher-managed disciplinary response where the student is required to attend a session before school, after school, or during an extracurricular activity.

Expulsion

Removal of a student from school beyond the current school quarter or semester

Districtwide Probation Contract

A contract assigned to a student who has violated the district Code of Conduct repeatedly, or referred for and/or appeared before a Student Disciplinary Hearing, or has been allowed to return to the home school during a trial period in which student must conduct themselves in a way that meets the school disciplinary code. Districtwide Probation can only be assigned by the District Discipline Coordinator.

Hearing Officer

The individual(s) appointed to conduct a Student Discipline Hearing, determine whether a discipline rule violation occurred, and appropriate consequences for violations.

In School Suspension (ISS)

The removal of a student from his/her class for at least half a school day by the principal or a designee and assignment to a location supervised by appropriate personnel in another room on the school premises for a period not exceeding ten (10) consecutive school days. A student assigned to in-school suspension will be permitted to work on classroom assignments and will be counted as present on the attendance register using ISS code in the student information system.

Out of School Suspension (OSS)

A disciplinary measure that prohibits the student from attending school. Students assigned to OSS are not permitted to participate in extracurricular activities on the date of their OSS assignment.

Long-Term Suspension

The removal of a student from school for more than 10 days because

the student violated the Code of Conduct.

Manifestation Determination

A review of a special education/504 student's program and disability to determine if misconduct is caused by, or has a direct and substantial relationship to, the disability, or whether the conduct was the direct result of the school's failure to implement the IEP.

Revocation (of District-Wide Probation)

The offer for the student to remain in their assigned school during the term of their probation period, serving probation as their discipline consequence, is withdrawn. If a student is serving District-Wide Probation in connection with a waived/withheld period of suspension, expulsion, or assignment to the Alternative School, such revocation of any probation period will result in implementation of the waived/withheld discipline consequence. In such circumstances, the student is not entitled to a discipline hearing regarding implementation of the waived/withheld discipline consequences. If the revocation of probation is due to the student committing a new disciplinary offense, and the school pursues discipline for the new offense in excess of the implemented waived/withheld discipline consequences, then the student may be entitled to a student discipline hearing for the new offense only.

Permanent Expulsion

Expulsion from all Atlanta Public Schools for the remainder of the student's eligibility to attend school pursuant to Georgia law.

Restorative Practices

The process by which an individual acknowledges wrongdoing and takes steps to repair harm and is welcomed back into the school community.

Social-Emotional Learning

The process of increasing awareness in dealing with oneself, others, and relationships in an effective way.

Stay-Away Agreement

A standard agreement entered into between students to set parameters for restricted interactions for a set period of time. Violation of a stay-away agreement will result in expedited disciplinary action which may include suspension, long-term suspension, or expulsion.

Short-Term Suspension

The involuntary removal of a student from class attendance or school attendance for 10 days or less. Suspended students shall make up those assignments that the teachers determine will have an impact on the student's final grade. Students are responsible for making arrangements and completing makeup work within the timeline specified by their school.

Waiver

A document acknowledging that the parent/guardian has agreed to forgo the disciplinary hearing process and accept the school's recommendations for a disciplinary response for the student's misbehavior.

Scope

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 acknowledge receipt of the Code of Conduct using the electronic acknowledgement form in the Infinite Campus parent portal. A parent/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 and failure to acknowledge receipt does not prevent a student from being charged with a rule violation and receiving discipline consequences. The Student Code of Conduct shall be available in the school office.

Students who commit an infraction will receive a disciplinary response. 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 behavior interventions and restorative practices. If a student/parent/guardian is uncertain as to the interpretation of the student Code of Conduct they should contact The Office of Student Discipline at **404-802-1951**.

Disciplinary action will be related, 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. As such, disciplinary responses may differ on a case by case basis.

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.

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.

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.

School property includes, but is not limited to:

- The land and improvements which constitute the school
- Any other property or building, including school bus stops, any school function, event, or activity
- Any bus or other vehicle used in connection with school functions and activities, including but not limited to, buses leased by APS and privately owned vehicles used for transportation to and from school activities
- Personal belongings, automobiles, or other vehicles located on school property
- Off-campus locations 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
- En route to the student's home from school (Prior to imposing discipline regarding incidents occurring en route from school, administration should consult with the Office of Student Discipline)

- 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.
- Technology resources/devices, wherever located if communications meet the definition of cyber-bullying pursuant to this Code of Conduct

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 accused student(s), 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/guardian will be notified. However, if the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent/guardian should be notified immediately. The principal or their designee should also immediately inform parents/guardians when students are removed from the school setting by emergency medical or law enforcement personnel.

The determination of whether or not a student has violated the Student Code of Conduct will be made based solely on a preponderance of the evidence. In other words, it is more likely to be true than not true, based on the evidence, that the student did violate the rule. Once it has been determined that a rule(s) was violated, the administrator will follow the progressive discipline process. Repeated level 2 disciplinary violations and Level 3 violations may result in a student being referred to a disciplinary hearing where the student may face discipline consequences up to and including long-term suspension or expulsion.

Searches: In accordance with APS 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 onto any APS campus, student book bags, school lockers, desks, technology devices, cell phones, purses, bags and other school property are subject to inspection and search by school authorities at any time without further notice to students or parents/guardians. 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. Students who refuse to cooperate with searches of technology devices and/or cell phones may face consequences including, but not limited to, confiscation of the device or phone and loss of privilege of carrying any personal technology devices or cell phones on campus for a period of one calendar year. Alternative schools may use specialized searching procedures and criteria as allowed by law and as designated by the alternative school.

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

APS assumes no liability for the theft, loss, or damage of mobile telephones, PEDs, unauthorized materials/objects/contraband possessed by students on school property or held by school officials

during the confiscation period. APS 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.

Progressive Discipline:

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 three levels of prohibited behaviors: **LEVEL 1** discipline (minor) offenses, **LEVEL 2** discipline (moderate) offenses, and **LEVEL 3** discipline (serious) offenses. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.atlantapublicschools.us/titleix.

LEVEL 1 offenses are generally **MINOR** acts of misconduct and may represent a failure to demonstrate universally defined expectations or social skills. Following appropriate teacher intervention, students may be referred to an administrator.

LEVEL 1 DISCIPLINE	MINIMUM	MAXIMUM
School-based interventions/support and the following:		
Elementary	One day detention	Three days detention
Middle/High	Up to three days detention	Up to 3 days of In-School Supervision

LEVEL 2 discipline is used for **MODERATE** acts of misconduct. 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.

LEVEL 2 DISCIPLINE	MINIMUM	MAXIMUM
School-based interventions/support and the following:		
Elementary	Up to five days of In-School Suspension	Up to three days of Out-of School Suspension
Middle/High	Four or five days of In-School Suspension	Up to three days of Out-of School Suspension

LEVEL 3 is used for **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. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.atlantapublicschools.us/titleix.

LEVEL 3 DISCIPLINE	MINIMUM	MAXIMUM
School-based interventions/support and the following:		
Elementary	Four days of Out-of School Suspension	Ten days of Out-of School Suspension and referral to a student discipline hearing where the student may face long-term suspension or expulsion.
Middle/High	Four days of Out-of School Suspension	Ten days of Out-of School Suspension and referral to a student discipline hearing where the student may face long-term suspension or expulsion.

Discipline Hearings:

Any student who is suspended 10 days pending a student disciplinary hearing will be provided with classwork and assignments that they can complete and return for a grade. The time period for completion of assignments should be coordinated with the teacher.

Student Discipline Hearings:

Informal Review: Where a disciplinary hearing is required by law or when a Principal recommends a long-term out of school suspension/expulsion (more than 10 school days of out of school suspension) and a disciplinary hearing is scheduled, a parent conference will be offered within three (3) school days of the first day of suspension. Legal counsel for student and/or parent is not allowed. The principal/designee should be prepared to offer and discuss the investigation completed by the school, the discipline procedures afforded and any witness/student statements; as well as the current status of the student's conduct and academic status. Please Note: a parent conference is not required before a discipline matter proceeds to a disciplinary hearing and failure of school administration to offer such conference shall not disqualify the hearing in any manner or the results of any hearing.

Composition: Disciplinary hearings will be heard by a disciplinary hearing officer, panel, or a tribunal of school officials.

Timing and Continuances: The hearing should be held within ten (10) school days after the first day of suspension unless Student Discipline and the parent/guardian mutually agree to an extension. Any request for a continuance must be made in writing to the Director of Student Discipline or designee.

Written Notice of Hearing: When a disciplinary hearing is required, Student Discipline shall provide written notice of the relevant procedures to the student's parent/guardian/student age 18 or older. Delivery of Notification: The notice of hearing shall be delivered to the student and his/her parent/guardian either in person or by mail to the last known address of the parent or guardian.

Group Hearing: When students are charged with violating the same rule(s) and have acted in concert, and the facts are similar for all students, a group hearing may be conducted for them if the Director of Student Discipline believes that no student will have his/her interests substantially prejudiced by a group hearing. Any student who objects to participation in a group hearing should notify Student Discipline in writing no less than 48 hours before the hearing.

Record of Proceedings: A verbatim record of the hearing shall be made and shall be available to all parties upon request.

Hearing Attendees: Student disciplinary hearings are confidential and are not open to the public.

Burden of Proof: The burden of proof is a preponderance of the evidence (more likely than not) and shall be on the school.

Legal Representation/Involvement of an Attorney at the Disciplinary Hearing: The student/parent/guardian must notify Student Discipline not less than 48 hours prior to the hearing if the student may be represented by an attorney. Failure to give such notice can result in the hearing being continued.

Procedural Objections: Objection to the sufficiency of the notice and/or other procedural objections shall be waived unless written notice thereof is filed with Student Discipline no less than 24 hours prior to the time the hearing is scheduled to begin. The hearing may be postponed until such defects have been removed or remedied.

Decisions: The hearing officer, panel or tribunal, after conducting the hearing and receiving all evidence, shall render a decision based solely on the evidence received at the hearing and shall determine what, if any, disciplinary action shall be taken. Such action may include, but is not limited to, assignment to alternative school, short-term suspension, long-term suspension, expulsion or permanent expulsion.

Sanctions: The hearing officer, panel or tribunal may consider the student's entire student record to include the academic, disciplinary and attendance to determine the appropriate punishment or sanction to be imposed.

Appeals: Any party may appeal the hearing decision to the Board by filing a written notice of appeal addressed to the attention of the Superintendent within twenty (20) calendar days of the date of decision. Only written appeal submissions received within the 20-day deadline specified in OCGA §20-2-754 will be considered. No party requesting an appeal may submit additional arguments or materials for consideration by the Board after the 20-day deadline without approval of the Superintendent or designee. Appeals by the administration must be approved by the Superintendent. If granted, the Board will discuss the appeal in Executive Session. The Board's review will be based solely on the record. The Board shall not hear any oral arguments as part of any appeal nor shall it consider any evidence that was not presented at the disciplinary hearing. The Board may take any action it deems appropriate and has the power to affirm, reverse, or modify in any respect the decision reached.

Any party may appeal the Board's decision to the State Board of Education pursuant to O.C.G.A. § 20-2-1160 (b) through (f) and regulations of the Georgia Board of Education governing such appeals. If an appeal to the State Board is requested, a written transcript of the disciplinary hearing will be prepared and submitted to the State Board. The decision of the Board will not be suspended during the State Board appeal period.

Expedited Appeals: Any party may appeal the hearing decision directly to the Superintendent, by emailing their appeal request within five (5) days from the date of the decision to the Superintendent at suptoffice@atlanta.k12.ga.us and Erica.Long@atlanta.k12.ga.us or hand-delivering the appeal to the Superintendent's Office within five (5) days of the date of the hearing decision. Failure to submit the expedited appeal to all relevant parties as indicated may result in the appeal not being considered. All expedited appeals must be in writing and forth the reasons the Disciplinary Hearing Decision is considered to be incorrect, along with any supporting arguments. Additionally, expedited appeals must indicate "Superintendent Appeal" in writing at the top of the appeal. Failure to include this may result in the appeal being handled pursuant to Board appeal procedures. The appeal may be submitted by the appealing party or by an attorney representing the party. No new evidence or testimony will be considered, and no oral argument will be heard by the Superintendent. The Superintendent will review the record and make their decision based solely on the evidence submitted to the Hearing Officer. The Superintendent may impose more lenient consequences, the same consequences, or more severe consequences should they uphold the decision that the student violated the policies as charged. The Superintendent's decision will be documented in writing, with copies provided to the student, parent/guardian, the Principal, and Office of Student Discipline within five (5) calendar days from the date the appeal was received. The Superintendent has the right to extend the deadline to issue their decision at their discretion up to an additional five (5) days. The Superintendent's failure to issue a timely decision will not overturn or reverse any decision of the Hearing Officer. Parties submitting appeals are encouraged to closely monitor the deadline and submit an appeal to the Local Board if they are concerned about timeliness of the Superintendent's decision. Expedited appeals to the

Superintendent are optional. Parties may bypass an appeal to the Superintendent and appeal directly to the Local Board of Education if they so choose. Any party who submits an expedited appeal and is dissatisfied with the outcome may additionally submit an appeal to the Local Board within twenty (20) days of this original hearing decision. Submitting an expedited appeal does not toll the timeline to submit a Board appeal.

Any student found in violation of Battery of School Employee and/or Battery of School Employee Causing Physical Harm is not eligible for an expedited appeal.

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 designees working in conjunction with the Office of Student Discipline or an Associate Superintendent may use a 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.

Disciplinary actions for students whose parents/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/guardian, 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 calendar year. Written notice will be mailed to the parent/guardian, 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.

Confiscated Property:

(1) School officials may confiscate or seize any item a student brings onto campus, or is otherwise in the student's possession on campus, if such item is:

- (a) evidence of a discipline rule violation or suspected rule violation; or
- (b) evidence of a crime or suspected crime, or
- (c) is otherwise causing, has caused, or may cause disruption to students, staff or the school. The determination of whether any item is a disruption is at the discretion of school administration.

(2) School administration or designee may obtain photographic or video imaging of any items seized/confiscated from a student and may retain such images as needed for discipline, criminal, or other school purposes.

(3) If the seized/confiscated item is a personal electronic device and not confiscated by law enforcement, the device will only be returned to the student's parent/guardian once the school has completed all investigative matters. The parent/guardian must come to the school to personally retrieve the device. Prior to return, any content on the personal electronic device that is considered illegal or in violation of the Code of Conduct, suspected of being illegal or in violation of the Code of Conduct, or evidence or suspected evidence of illegal activity or Code of Conduct violation(s) may be removed and/or retained by School Administration and/or law enforcement.

(4) Except as provided below, if the seized/confiscated item is not illegal/does not contain anything illegal or suspected of being so, and is an item that is generally permitted to be on campus, the item will be

returned to the student at the end of the school day. Unless otherwise directed, upon dismissal, the student should report to the campus main administrative office to retrieve their seized/confiscated item.

(5) The phone will be confiscated, and the student will lose the privilege of possessing a cellular telephone or PED on school property for one calendar year. Written notice will be mailed to the parent/guardian, 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.

(6) If the seized item is illegal, contains anything illegal, suspected of being illegal or containing anything illegal, the item will be turned over to the Campus Police or Jurisdictional Law Enforcement Agency. In the event that law enforcement does not take possession of the seized item, and the seized item is otherwise prohibited on campus, is related to a violation of the Code of Conduct, or is suspected to be in violation of the Code of Conduct, the item may be altered/destroyed/disposed of by School Administration or Superintendent designee. No item or portion of an item that is illegal or suspected of being illegal will be returned to any student, parent/guardian, or other individual. Atlanta Public Schools is not responsible for the return of any item that is taken, seized, or confiscated by law enforcement

(7) No vaping cartridges, cigarettes/tobacco products, food, candy, beverages or other item that can be ingested, consumed, or inhaled will be returned to any student, parent/guardian, or other individual. All such items will be destroyed by School Administration or Superintendent designee. With regard to vaping cartridges, if the cartridge cannot be separated from the battery/charging device, the entire item is subject to destruction.

(8) Any seized/confiscated item that is not retrieved within 90 calendar days is subject to destruction/disposal by School Administration or Superintendent designee. No notice will be provided to parties prior to destruction.

(9) Students are encouraged to leave any item of value at home and not bring any such item onto campus. Students are solely responsible and liable for any item they bring onto and/or possess on campus. Neither Atlanta Public Schools, the Board of Atlanta Public Schools, nor any employee, agent, or representative of Atlanta Public Schools is responsible for any item a student brings onto or possess while on campus. The School District will not reimburse a student for damage, alterations, and/or destruction of any item they bring onto campus that is seized/confiscated by a District employee or a law enforcement officer.

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 them 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/guardian of the student's disciplinary problem. Notification should be by either first-class or certified mail (with return receipt requested) and a telephone call.

The principal should invite the parents/guardians to observe their child in a classroom situation. Also, the principal and at least one parent/guardian will meet to develop a disciplinary and behavioral correction plan.

Before such a student returns to school after suspension or expulsion, the principal/designee of that school and at least one parent/guardian will meet to develop 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/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/guardian of a chronic-disciplinary-problem student if school system personnel believe the parent/guardian has willfully and unreasonably failed to attend a conference requested by a principal..

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.

Teacher Reporting

Teachers are required to file a report within one school day, with the principal or principal's designee if they have a student that has exhibited behavior that repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in their class or with the ability of such student's classmates to learn, where such behavior is in violation of the Student Code of Conduct. The principal or the principal's designee will, within one school day after receiving such a report, send to the student's parents/guardians a copy of the report and information regarding how the student's parents/guardians may contact the principal or the principal's designee. For additional information visit

<https://codes.findlaw.com/ga/title-20-education/ga-code-sect-20-2-738>

Removing Disruptive Students from the Classroom:

The Superintendent and principals shall, and do, fully support the authority of every teacher in their school(s) to remove a disruptive student from their 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

Teacher Removal of Disruptive Student:

When a student is removed from the regular classroom, a conference will be scheduled within three school days between 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 their behavior. After the conference, the principal will notify the student and parents/guardians of the consequences of the Student Code of Conduct violation.

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.

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.

Discipline of Students In Pre-K Through Third Grade:

Pursuant to O.C.G.A. 20-2-742: Students in Pre-K through 3rd 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' may also include a systemic, continuous improvement framework in which data-based problem-solving and decision-making is practiced across all levels of the educational system to support students at multiple levels of intervention.

If such a 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 Rules 15A or Illegal Drugs (including Rules 2A, 2E, 2F, 2K., 2M); 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 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.

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.

Board Policy JGBB: Restorative Practices:

The Atlanta Public Schools Board of Education recognizes restorative practices as a shift from punitive and punishment-oriented student consequences to those that provide opportunities for all people affected by a student's action to engage in dialogue and measures seeking to restore the classroom, school community, and interpersonal relationships. By implementing restorative practices, schools work to ensure that students are not suspended for subjective offenses and can spend more time in their classrooms, thereby leading to increased student achievement and graduation rates. Restorative practices provide proactive systems, emphasize reintegration, and promote positive classroom environments.

This Board recognizes that in K-12 public education, there is a correlation between higher suspension/expulsion rates and lower proficiency and graduation rates. The Board also acknowledges that student discipline practices are often disproportionately imposed upon certain student subgroups. Implementation of restorative practices should (1) work to reduce the influence of implicit and explicit biases in decisions around student suspensions and expulsions and (2) ensure that students do not face harsh disciplinary consequences for minor, often subjectively defined offenses.

CREATE SAFE, SUPPORTIVE & EQUITABLE LEARNING ENVIRONMENTS BY USING TENETS OF SEL, PBIS & RESTORATIVE PRACTICES	
1	Be Clear with Expectation <ul style="list-style-type: none"> • co-create norms/essential agreements • create a positive behavior matrix • teach and model effective procedures & routines
2	Build Internal Social & Emotional Capacity <ul style="list-style-type: none"> • teach explicit SEL skill building lessons • model and integrate SEL skills and competencies
3	Honor Students' Identity Through Representation in the Physical Space & Instructional Resources
4	Adopt a Restorative Mindset <ul style="list-style-type: none"> • build healthy relationships with students • use effective statements to praise & reinforce positive behavior
5	Build a Culture of Trust & Communication <ul style="list-style-type: none"> • use impromptu conversations, proactive circles and problem-solving circles • listen to understand

School Bus Conduct

The safety and welfare of student riders depends on proper behavior and observance of the following rules and regulations. Students who violate the Student rules will be reported to the school principal or designee and their privilege of transportation may be denied. These rules apply to STUDENT ACTIVITY TRIPS as well as regular bus routes to and from school. Students are permitted to ride their assigned school bus only.

1. The DRIVER is in FULL charge of the bus and its passengers and has authority to enforce all the rules. Respect the authority of the driver by obeying promptly and courteously AND following instructions the first time that they are given.
2. BE ON TIME AT THE BUS STOP. The BUS WILL NOT WAIT for those who are tardy. DO NOT run after the bus if you are late. Drivers have been instructed NOT TO STOP for anyone running after a bus.
3. Wait for the bus to come to a COMPLETE halt before trying to board or depart. If you must CROSS THE ROAD, wait for the DRIVER TO SIGNAL you across with their hand when they have determined all traffic has stopped. ALWAYS cross at least ten (10) feet in front of the bus, whether boarding or departing.
4. Promptly board the bus in an orderly manner. After boarding the bus, sit down and remain seated until the bus reaches your stop. IF THE DRIVER ASSIGNS SEATS, students will sit in the seats assigned to them.
5. NO fighting, pushing, tripping, kicking, etc.
6. Students are not allowed to use tobacco, drugs, alcohol, or to light matches or lighters on the bus.
7. Students should respect the property and privacy of others while at the bus stop and on the bus.
8. NO loud or boisterous speech, swearing, or shouting in the bus or out the windows. Rude and abusive language will not be tolerated.
9. DO NOT sit with more than the proper number in one seat.
10. DO NOT extend any part of your body out the bus windows.
11. DO NOT throw anything in or out of the bus window.
12. DO NOT eat or drink on the bus.
13. DO NOT bring sharp objects, alcohol, illegal drugs, tobacco, firearms, knives, explosive devices, firecrackers, or other dangerous materials aboard the bus. Such ITEMS WILL BE CONFISCATED and appropriate discipline will follow.
14. TREAT THE BUS WITH RESPECT. ANY DAMAGES TO THE BUS WILL BE PAID FOR BY THE STUDENT OR THEIR PARENTS/ GUARDIANS.
15. Keep the aisle clear. Store personal items on your lap or under the seat.
16. Keep the bus clean. A waste container is provided at the front of the bus. Use this container when boarding or departing the bus only.
17. USE HANDRAILS when boarding or departing the bus.
18. Students should board and exit the bus at their assigned stop. Avoid crowding or pushing while boarding or exiting the bus.
19. DO NOT board or exit the bus from the rear emergency door, unless instructed to do so by the driver.
20. In the morning, students will be discharged ONLY at their regularly designated school stop. NO student will be allowed to get off at ANY OTHER PLACE.
21. Students transported to an athletic, academic, or co-curricular activity will return to the point of departure on the bus.
22. Never do anything that could distract the driver or other students.
23. Students should not play and chase other students or hang onto school buses.
24. Students should remain cautious at all times when traveling on or standing near school buses to avoid the possibility of being dragged under the wheels of the bus and seriously injured. Students should never crawl or reach under the wheels of the bus.
25. Enter or exit the bus stop area only when it is safe, cross roads at intersections or crosswalks only when it is safe, and look both ways while crossing. Always assume that cars will not stop for you.

Progressive Discipline Interventions (Elementary)

TIER 1 DISCIPLINE (MINOR)		
Classroom Intervention/Response		Administrative Intervention/Response
Every intervention and response should be documented in a school-level/PSIS tracking system, and students should journal their response or understanding of the process and the intervention.		Every administrative action taken should be documented in a school-level/PSIS tracking system.
<ol style="list-style-type: none"> 1. Nonverbal cues for redirection 2. Verbal warning 3. Give student a break 4. Revisit, clarify, and reinforce expectations/ agreements 5. Give clear and concise directions 6. Provide explicit instructions 7. Modify expectation if accommodation is needed 8. Use positive reinforcement for expected behavior 9. Meditation and journal reflection (written or recorded) 10. Partner with a student for accountability support 	<ol style="list-style-type: none"> 11. Partner with another teacher for short-term reflection 12. Student meditation period with a follow-up impromptu restorative conversation 13. Student choice of pre-selected consequences 14. Problem solving process using affective language 15. Problem solving circle 16. Restorative conversation 17. Teacher/student conference 18. Teacher/student/parent conference 19. Teacher/student/counselor conference 	<ol style="list-style-type: none"> 1. Partner student with another staff member for short term reflection teacher/student/administrator conference 2. Documentation of written warning 3. Student video or paper of steps to self-correct behavior and needed supports 4. Quiet reflection period with administrator, followed by affective dialogue and notice of correction

Progressive Discipline Interventions (Elementary) Cont.

TIER 2 DISCIPLINE (INTERMEDIATE-MODERATE)		
<p>Teacher Intervention/Response Every intervention and response should be documented in a school-level/PBIS tracking system, and students should journal their response or understanding of the process and the intervention.</p>	<p>Administrative Intervention/Response Every administrative action taken should be documented in a school-level/PSIS tracking system..</p>	
<ol style="list-style-type: none"> 1. Affective language 2. Review expectations 3. Confiscate item of disturbance for a limited amount of time and allow student to journal reflection on expectations and why item was confiscated using affective language 4. Write or record an apology to everyone impacted by actions 5. Written reflection 6. Change seating with review of expectations and partner with a buddy for accountability and support 7. Visit to cool down zone/safe space/peace center for a designated period 8. Conflict resolution with affective questions 9. Mediation (student-student) 10. Referral to counselor 11. Referral to social worker 12. Referral to administrator 	<ol style="list-style-type: none"> 1. Temporary removal from class and facilitate an impromptu restorative conversation 2. Adult mentor (10-30 days check-in and support) 3. Adult pairing check-in/check-out (10 days) 4. Allow the student to take accountability for actions and decide how to make amends using a graphic representation 5. Lunch detention 6. Lunch duty 7. Behavioral contract 8. Removal of school privilege with ability to reinstate after agreed upon amends 	<ol style="list-style-type: none"> 9. Reflection "Think Sheet" with restorative questions 10. Change classrooms with review of expectations and partner with new classroom buddy for accountability and support 11. Assignment of school duty (student choice) 12. Assignment of school duty (administrator choice) 13. Written correction with consequences detailed for recurrence 14. Mediation (teacher-student) 15. Restorative conference 16. Restorative problem solving 17. Silent lunch
TIER 3 DISCIPLINE (SERIOUS)		
<p>Teacher Intervention/Response Every intervention and response should be documented in a school-level/PBIS tracking system, and students should journal their response or understanding of the process and the intervention.</p>	<p>Administrative Intervention/Response Every administrative action taken should be documented in a school-level/PBIS tracking system.</p>	
<ol style="list-style-type: none"> 1. Restorative conference 2. Reflection paper/video 3. Administrative referral 	<ol style="list-style-type: none"> 4. Therapy referral 5. Counseling referral 6. Restorative circle 7. Restorative conference 8. Formal restorative conference 	<ol style="list-style-type: none"> 9. Removal of privileges for a period, until restoration or repair/restitution is achieved 10. Detention with reflection (paper or video)

Progressive Discipline Interventions (Secondary)

TIER 1 DISCIPLINE (MINOR)		
Classroom Intervention/Response Every intervention and response should be documented in a school-level/PBIS tracking system, and students should journal their response or understanding of the process and the intervention.		Administrative Intervention/Response Every administrative action taken should be documented in a school-level/PSIS tracking system.
1. Nonverbal cues for redirection 2. Verbal warning 3. Give student a break 4. Revisit, clarify, and reinforce expectations/agreements 5. Give clear and concise directions 6. Provide explicit instructions 7. Modify expectation if accommodation is needed 8. Use positive reinforcement for expected behavior 9. Meditation and journal reflection (written or recorded) 10. Partner with a student for accountability support	11. Partner with another teacher for short-term reflection 12. Student meditation period with a follow-up impromptu restorative conversation 13. Student choice of pre-selected consequences 14. Problem solving process using affective language 15. Problem solving circle 16. Restorative conversation 17. Teacher/student conference 18. Teacher/student/parent conference 19. Teacher/student/counselor conference	1. Partner student with another staff member for short term reflection teacher/student/administrator conference 2. Documentation of written warning 3. Student video or paper of steps to self-correct behavior and needed supports 4. Quiet reflection period with administrator, followed by affective dialogue and notice of correction

TIER 2 DISCIPLINE (INTERMEDIATE-MODERATE)			
Teacher Intervention/Response Every intervention and response should be documented in a school-level/PBIS tracking system, and students should journal their response or understanding of the process and the intervention.		Administrative Intervention/Response Every administrative action taken should be documented in a school-level/PSIS tracking system.	
1. Affective language 2. Review expectations 3. Confiscate item of disturbance for a limited amount of time and allow student to journal reflection on expectations and why item was confiscated using affective language 4. Write or record an apology to everyone impacted by actions 5. Written reflection	6. Change seating with review of expectations and partner with a buddy for accountability and support 7. Visit to cool down zone/safe space/peace center for a designated period 8. Conflict resolution with affective questions 9. Mediation (student-student) 10. Referral to counselor 11. Referral to social worker 12. Referral to administrator	1. Temporary removal from class and facilitate an impromptu restorative conversation 2. Adult mentor (10-30 days check-in and support) 3. Adult pairing check-in/check-out (10 days) 4. Allow the student to take accountability for actions and decide how to make amends using a graphic representation 5. Lunch detention 6. Lunch duty 7. Behavioral contract 8. Removal of school privilege with ability to reinstate after agreed upon amends	9. Reflection "Think Sheet" with restorative questions 10. Change classrooms with review of expectations and partner with new classroom buddy for accountability and support 11. Assignment of school duty (student choice) 12. Assignment of school duty (administrator choice) 13. Written correction with consequences detailed for recurrence 14. Mediation (teacher-student) 15. Restorative conference 16. Restorative problem solving 17. Silent lunch

TIER 3 DISCIPLINE (SERIOUS)		
Classroom Intervention/Response Every intervention and response should be documented in a school-level/PSIS tracking system, and students should journal their response or understanding of the process and the intervention.		Administrative Intervention/Response Every administrative action taken should be documented in a school-level/PSIS tracking system.
1. Restorative conference 2. Referral to administrator		1. Therapy referral 2. Restorative circle 3. Restorative conference 4. Formal restorative conference 5. Removal of privileges for a period, until restoration or repair/restitution is achieved 6. Removal from clubs and organizations for a period, until restoration or repair/restitution is achieved 7. Threat assessment

Student Code of Conduct Discipline Response Categories

MINOR INFRACTIONS

- 2H MEDICATION OTC (OVER THE COUNTER / POSSESSION)
- 3B SKIPPING
- 3C TARDY
- 4F TEASING / TAUNTING
- 7E PUBLIC DISPLAYS OF AFFECTION
- 12A SCHOOL DRESS CODE

MODERATE INFRACTIONS

- 1A PARTIES TO THE OFFENSE / ENCOURAGING MISCONDUCT
- 2A ALCOHOL / ILLEGAL DRUGS (UNDER THE INFLUENCE)
- 2D ALCOHOL PARAPHERNALIA
- 2G DRUG PARAPHERNALIA
- 3A LEAVING SCHOOL GROUNDS
- 3D TRESPASSING
- 3E UNAUTHORIZED AREA
- 3F UNAUTHORIZED ENTRY
- 4D OFFENSIVE MATERIAL
- 5A BUS ELECTRONIC DISTRACTIONS / CELL PHONE
- 6A ACADEMIC DISHONESTY
- 7B GAMBLING
- 7K UNAUTHORIZED SCHOOL WALKOUT
- 14B PIRACY
- 14F PROHIBITED USE OF CELL PHONE

SERIOUS INFRACTIONS

- | | |
|---|--|
| 2B ALCOHOL POSSESSION / USE | 8C GANG: RECRUITING / SOLICITING |
| 2C ALCOHOL SELLING / BUYING | 9A ASSAULT |
| 2E ILLEGAL DRUGS / INHALANTS: POSSESSION / USE | 9B ASSAULT OF SCHOOL EMPLOYEE |
| 2F ILLEGAL DRUGS / INHALANTS: SELLING / BUYING | 9C BATTERY |
| 2I MEDICATION OTC (OVER THE COUNTER / SELLING OR DISTRIBUTION) | 9D BATTERY OF SCHOOL EMPLOYEES |
| 2J MEDICATION (PRESCRIPTION / POSSESSION) | 9E BATTERY OF AN EMPLOYEE CAUSING PHYSICAL HARM |
| 2K MEDICATION (PRESCRIPTION / SELLING OR DISTRIBUTION) | 9F CONSENSUAL BODILY HARM / HAZING |
| 2L TOBACCO / VAPING PRODUCTS SALE DISTRIBUTION | 9G FIGHTING |
| 2M TOBACCO / VAPING PRODUCTS POSSESSION / USE | 9H FIGHTING: GROUP |
| 4A BULLYING | 9I FORCEFULLY ABDUCT / TRANSPORT / DETAIN A PERSON |
| 4B CYBERBULLYING | 10A OFF CAMPUS OFFENSE |
| 4C HARASSMENT (NEW) | 11A ARSON |
| 4E STALKING | 11B BURGLARY |
| 4G VIOLATION OF NO CONTACT AGREEMENT (NEW) | 11C DAMAGE TO PROPERTY |
| 5B BUS EMERGENCY EXITS | 11D RECEIPT OF STOLEN PROPERTY (NEW) |
| 5C BUS SAFETY HAZARD | 11E ROBBERY |
| 5D BUS UNAUTHORIZED ENTRY OR EXIT | 11F THEFT |
| 6B TAMPERING WITH EVIDENCE (NEW) | 13A INDECENT EXPOSURE (SELF / OTHERS) |
| 6C FALSE CALL TO EMERGENCY SERVICES OR CAUSE A FALSE FIRE ALARM | 13B SEXUAL ACTIVITY |
| 6D FALSE REPORT | 13C SEXUAL BATTERY |
| 7A HORSEPLAY | 13D SEXUAL HARASSMENT |
| 7C STUDENT INCIVILITY / INSUBORDINATION | 13E SEXUAL MISCONDUCT / INVASION OF PRIVACY |
| 7D OFFENSIVE LANGUAGE / GESTURES | 13F SEXUAL MOLESTATION |
| 7F TERRORISTIC THREAT(S) | 14A AUDIO OR VIDEO RECORDING |
| 7G THREAT(S) (NEW) | 14C TECHNOLOGY / COMPUTER MISUSE |
| 7H SELLING / DISTRIBUTING UNAUTHORIZED ITEM | 14D MISUSE OF ARTIFICIAL INTELLIGENCE |
| 7I CLASS / SCHOOL DISRUPTION | 14E DISTRIBUTION OF INAPPROPRIATE MATERIALS VIA TECHNOLOGY |
| 7J UNAUTHORIZED ITEM | 15A WEAPONS CATEGORY I |
| 7L REPEATED OFFENSES | 16A WEAPONS CATEGORY II |
| 8A GANG: DISPLAYING GANG AFFILIATION | 17A WEAPONS CATEGORY III |
| 8B GANG: ENGAGING IN GANG ACTIVITY | |



Progressive Discipline Plan Code of Conduct (Elementary and Secondary)

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3
	1. ACCESSORY ACTS	1.1	1.2	1.3
1A. PARTIES TO THE OFFENSE / ENCOURAGING MISCONDUCT MODERATE	No student shall incite, 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.	1A.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	1A.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal Privileges Restorative Conference Check-in/Check-out Behavior Contract	1A.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
	2. ALCOHOL / DRUGS / PROHIBITED ITEMS	2.1	2.2	2.3
2A. ALCOHOL / ILLEGAL DRUGS (UNDER THE INFLUENCE) MODERATE	No student shall consume (eat, drink, digest, inject, inhale), topically apply, or be under any degree of influence of alcoholic beverages and/or illegal drugs, narcotics, hallucinogens, amphetamines, barbiturates, marijuana/marijuana oils, edibles, synthetic cannabinoid drugs, THC products in any form (including hemp-derived THC products), synthetic cathinone drugs (e.g. bath salts) or any other 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 rule.	2A.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	32A.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	2A.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
2B. ALCOHOL POSSESSION / USE SERIOUS	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).	2B.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	2B.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	2B.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3
	2. ALCOHOL / DRUGS / PROHIBITED ITEMS	2.1	2.2	2.3
2C. ALCOHOL SELLING / BUYING SERIOUS	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 or the student purports to be an alcoholic beverage. There is no requirement that there be an exchange of money, goods, and/or services to find a violation of this rule.	2C.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	2C.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	2C.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
2D. ALCOHOL PARAPHERNALIA MODERATE	No student shall possess, transmit, or store any alcohol-related paraphernalia (ie., flasks/flasks worn as jewelry, clothing that advertises alcohol products, empty alcohol bottles/cans).	2D.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	2D.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	2D.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
2E. ILLEGAL DRUGS / INHALANTS: POSSESSION / USE SERIOUS	No student shall possess, consume, transmit, or store inhalants, and/or illegal drugs, narcotics, hallucinogens, amphetamines, barbiturates, marijuana, marijuana oils, synthetic Cannabinoids, THC (including, but not limited to hemp-derived THC products), CBD products, counterfeit drugs, any substance listed under the Georgia Controlled Substances Act, or any substance believed by the student to be an illegal drug or identified by the student to be an illegal drug. Legal intoxication is not required for violation of this Code.		2E.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	2E.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3
	2. ALCOHOL / DRUGS / PROHIBITED ITEMS	2.1	2.2	2.3
2F. ILLEGAL DRUGS / INHALANTS: SELLING / BUYING SERIOUS	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, illegal drugs, inhalants, narcotics, hallucinogens, amphetamines, barbiturates, or marijuana, marijuana oil, THC (including, but not limited to hemp-derived THC products), CBD products, counterfeit drugs, any other substance listed under the Georgia Controlled Substances Act, or any substance identified as such, or believed by the student to be an illegal drug. There is no requirement that there be an exchange of money, goods, and/or services to find a violation of this rule.		2F.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	2F.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion.
2G DRUG PARAPHERNALIA MODERATE	No student shall possess, transmit, buy, sell, distribute, possess with the intent of distributing, or store any drug-related paraphernalia, (including scales, pipes, rolling papers, baggies, non-vaporizer smoking devices, empty bottles, flasks, shot glasses, prescription bottles, or any device used for ingesting drugs). For electronic cigarettes/vaporizers see Rules 2L & 2M. There is no requirement that there be an exchange of money, goods, and/or services to find a violation of this rule.		2G.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	2G.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
2H. MEDICATION OTC (OVER THE COUNTER / POSSESSION) MINOR	A student is prohibited from possessing any over-the-counter medication on school property, including, but not limited to supplements, stimulants (e.g. diet pills, caffeine pills, etc.), synthetics, and/or nicotine replacement products, that are not in compliance with Policy JGCD.	2H.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	2H.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	
2I. MEDICATION OTC (OVER THE COUNTER / SELLING OR DISTRIBUTION) SERIOUS	A student is prohibited from buying, receiving, selling, distributing, or possessing with intent to distribute any over-the-counter medication on school property, including, but not limited to supplements stimulants (e.g. diet pills, caffeine pills, etc.), synthetics, and/or nicotine replacement products, that are not in compliance with Policy JGCD. There is no requirement that there be an exchange of money, goods, and/or services to find a violation of this rule.		2I.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	2I.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3
	2. ALCOHOL / DRUGS / PROHIBITED ITEMS	2.1	2.2	2.3
2J. MEDICATION (PRESCRIPTION / POSSESSION) SERIOUS	A student is prohibited from possessing any prescription medication on school property that is not in compliance with Policy JGCD. If the prescription drug is a controlled substance under the Georgia Controlled Substances Act, the student may also be found in violation of the appropriate portions of Rules 2E, 2F. and/or 2G.		2J.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	2J.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
2K. MEDICATION (PRESCRIPTION / SELLING OR DISTRIBUTION) SERIOUS	A student is prohibited from buying, receiving, selling, distributing, or possessing with intent to distribute any prescription medication on school property that is not in compliance with Policy JGCD. There is no requirement that there be an exchange of money, goods, and/or services to find a violation of this rule. If the prescription drug is a controlled substance under the Georgia Controlled Substances Act, the student may also be found in violation of the appropriate portions of Rules 2E, 2F. and/or 2G.			2K.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
2L. TOBACCO / VAPING PRODUCTS (SALE / DISTRIBUTION) SERIOUS	No student shall sell, or distribute, cigarettes, electronic cigarettes, chewing tobacco, hookahs, vapes, Juuls, Zyn, or tobacco products of any kind including containers for such products and/or portions of any e-cigarette or vape and any e-liquid. There is no requirement that there be an exchange of money, goods, and/or services to find a violation of this rule.	2L.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	2L.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	2L.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
2M. TOBACCO / VAPING PRODUCTS (POSSESSION / USE) SERIOUS	No student shall possess, or use, cigarettes, electronic cigarettes, chewing tobacco, hookahs, vapes, Juuls, Zyn, or tobacco products of any kind including containers for such products and/or portions of any e-cigarette or vape and any e-liquid.	2M.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	2M.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	2M.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3
3. ATTENDANCE INFRACTIONS		3.1	3.2	3.3
3A. LEAVING SCHOOL GROUNDS MODERATE	<p>Students shall not leave school grounds during the regularly scheduled school day without the permission of a parent/guardian and the principal or designee.</p> <p>APPLICATION: <i>Skipping (3B) should be used if students did not attend class but remained in the building. See Repeated Offenses (7K) if a student commits multiple offenses.</i></p>	3A.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	3A.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	
3B. SKIPPING MINOR	<p>No student, without a valid excuse, shall miss a class or activity for which he/she is enrolled.</p> <p>***** NEW APPLICATION: WITHIN 1 SCHOOL YEAR: First Offense: Discipline Levels 1 Second Offense: Discipline Levels 2</p> <p>NOTE: Local interventions and a referral to the Truancy Treatment Team may be appropriate for infractions under this rule.</p>	3B.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	3B.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	
3C. TARDY MINOR	<p>No student, without a valid excuse, shall be tardy for a class in which they are enrolled.</p> <p>NOTE: Local interventions and a referral to the Truancy Treatment Team may be appropriate for infractions under this rule.</p>	3C.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference		
3D. TRESPASSING MODERATE	<p>Entering or remaining on a public-school campus or school board facility without authorization or invitation and with no lawful purpose for entry. Students who are assigned Out of School Suspension are not allowed on any Atlanta Public Schools property unless authorized by an administrator or designee.</p>		3D.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	3D.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3
	3. ATTENDANCE INFRACTIONS	3.1	3.2	3.3
3E. UNAUTHORIZED AREA MODERATE	<p>Students may not be present in or remain in any part of the school building other than where their schedule permits unless approved by an administrator or designee.</p> <p>***APPLICATION: WITHIN 1 SCHOOL YEAR: <i>First Offense: Discipline Levels 1 - 3 Second Offense: Discipline Levels 2 - 3 Third Offense: Discipline Level 3 Mandatory Hearing Referral.</i></p> <p>NOTE: Repeated violations of a Level 1 or 2 infraction under a Rule 3E offense may result in a punishment as authorized in Level 3.</p>	3E.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	3E.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	3E.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
3F. UNAUTHORIZED ENTRY MODERATE	<p>No student may allow unauthorized 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.</p> <p>APPLICATION: <i>Level 3 Discipline is appropriate where students knowingly allow entry with the intent to cause harm or disruption. Authorized person(s) includes current District employees/staff with valid ID, law enforcement officials in uniform or with ID, and first responders in uniform or with ID (police, firefighters, paramedics)</i></p>	3F.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	3F.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	3F.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
	4. BULLYING / HARASSMENT INFRACTIONS	4.1	4.2	4.3
4A. BULLYING SERIOUS	<p>No student shall bully another student(s) or school personnel. Bullying consists of a willful attempt or threat to inflict injury on another person when accompanied by</p> <ol style="list-style-type: none"> 1. an apparent present ability to do so, or; 2. intentionally exhibiting a display of force that 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: <ul style="list-style-type: none"> • Causes substantial physical harm or bodily harm capable of being perceived by a person other than the victim; 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. <p><i>Bullying applies to acts which occur on school property or through school technology resources.</i></p> <p><i>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. Title IX regulations (as implemented) will be managed as discussed in www.atlantapublicschools.us/titleix</i></p> <p>***APPLICATION:</p> <p><i>For Grades 6-12, Within 1 School Year:</i> <i>First Offense: Discipline Levels 1-3</i> <i>Second Offense: Discipline Levels 2-3</i> <i>Third Offense: Mandatory 10 days OSS with a Hearing Referral and request for assignment to HANBA for a minimum of one semester or the balance of the school year (whichever is longer).</i></p>	4A.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	4A.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	4A.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3
	4. BULLYING / HARASSMENT INFRACTIONS	4.1	4.2	4.3
4B. CYBERBULLYING SERIOUS	<p>No student shall cyberbully another student(s) or school personnel. Cyberbullying is defined as electronic communication made on or off school property, through school or personal device that:</p> <ol style="list-style-type: none"> 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. <p><i>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. Title IX regulations (as implemented) will be managed as discussed in www.atlantapublicschools.us/titleix</i></p> <p>***APPLICATION: <i>For Grades 6-12, Within 1 School Year: First Offense: Discipline Levels 1-3 Second Offense: Discipline Levels 2-3 Third Offense: Mandatory 10 days OSS with a Hearing Referral and request for assignment to HANBA for a minimum of one semester or the balance of the school year (whichever is longer).</i></p>	4B.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	4B.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	4B.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
4C. HARASSMENT (NEW) SERIOUS	<p>No student shall engage in harassment of any student(s), staff, and/or campus visitors. Harassment is defined as any unwanted gesture, writing, verbal, physical act, or electronic communication that a reasonable person would perceive as creating an intimidating, hostile, or offensive educational environment that is motivated by any actual, perceived, or assumed characteristic of the victim(s), such as race, color, ethnicity, religion, sexual orientation, gender/gender identity, ancestry, national origin, physical attributes, socioeconomic status, physical or mental ability or disability, or any other distinguishing characteristic. Harassing behaviors may include, but are not limited to:</p> <ul style="list-style-type: none"> • Committing any act of bigotry or antisemitism directed toward another person's race, ethnic heritage, national origin, religion, age, sex, gender or disability • Racial, sexual, antisemitic, or ethnic slurs • Derogatory comments, insults, and jokes • Physical harassment, such as offensive touching, and visual harassment, such as racially, sexually, or ethnically offensive posters, graffiti, drawings, clothing, or gestures • Harassing behaviors based on actual or perceived race, creed, color, ethnic heritage, national origin, religion, sex, age, disability, sexual orientation, gender, gender identity or a physical characteristic <p>APPLICATION: <i>Atlanta Public Schools has adopted the definition of "Antisemitism" pursuant to Georgia House Bill 30 and the working definition adopted by the International Holocaust Remembrance Alliance (IHRA).</i></p>	4C.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	4C.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	4C.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
4D. OFFENSIVE MATERIAL MODERATE	<p>No student shall possess, share, or distribute profane, vulgar, pornographic, obscene, threatening or ethnically offensive materials in any format. This includes materials that advocate illegal or dangerous acts, may cause disruption to the Atlanta Public Schools, contain knowingly false or defamatory information, or is otherwise harmful to minors as defined by the Children's Internet Protection Act. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.atlantapublicschools.us/titleix</p> <p>Materials deemed to be in violation of the Children's Internet Protection Act must be reported to school police.</p>	4D.1 E/S 1-3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	4D.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	4D.3 E/S 4-10 Days OSS possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3
	4. BULLYING / HARASSMENT INFRACTIONS	4.1	4.2	4.3
4E. STALKING SERIOUS	<p>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 their safety or the safety of others; or (b) suffer substantial emotional distress. Behaviors that implicate Title IX, as implemented, may be addressed through the District's Title IX Grievance Policy found at: www.atlantapublicschools.us/titleix</p> <p>APPLICATION: <i>Contact the District's Title IX Coordinator. Behaviors that implicate Title IX (as implemented) will be handled pursuant to the District's Title IX grievance policy.</i></p>	4E.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	4E.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	4E.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
4F. TEASING / TAUNTING MINOR	<p>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.</p> <p>APPLICATION: <i>Within 1 School Year:</i> <i>First Offense: Discipline Levels 1 - 2 Second Offense: Discipline Levels 2</i></p> <p>NOTE: Repeated violations of a Level 1 or 2 infraction under a Rule 4F offense may result in a punishment as authorized in Level 3 Bullying.</p>	4F.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	4F.1 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	
4G. VIOLATION OF NO CONTACT AGREEMENT (NEW) SERIOUS	<p>No student who is subject to a no contact agreement shall violate the terms of that agreement either through direct or indirect contact, communications, or other acts which are prohibited pursuant to the terms of the agreement. A student's refusal to sign a no contact agreement shall not be a defense against a violation of this Rule.</p> <p>APPLICATION: <i>Behaviors that implicate Title IX (as implemented) will be handled pursuant to the District's Title IX Grievance Policy.</i></p>	4G.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	4G.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	4G.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
	5. BUS RELATED INFRACTIONS	5.1	5.2	5.3
5A. BUS ELECTRONIC DISTRACTIONS / CELL PHONE MODERATE	<p>Students shall not record video or audio during school transportation or use any electronic device that is distracting to the bus operator or may interfere with the bus communication equipment. No electronic devices may be operated without the use of headphones or ear buds. "Electronic device" includes cell phones; electronic tablets; computers; pagers; audible radios, tape or compact disc players without headphones; any device capable of playing amplified music, or any other electronic device in a manner that might interfere with the school bus communications equipment or the school bus driver's operation of the school bus.</p> <p>APPLICATION: <i>In addition to any discipline assigned, violation of this rule may result in a bus behavior contract or a period of suspension from bus riding. Violation of this rule further results in loss of privilege for students to possess a personal electronic device on school property for up to one calendar year</i></p>	5A.1 E/S 1-3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	5A.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3
	5. BUS RELATED INFRACTIONS	5.1	5.2	5.3
5B. BUS EMERGENCY EXITS SERIOUS	<p>Emergency doors and windows are to be used only in the direction of the driver. Students are not permitted to open, attempt to open, or tamper with Emergency Exits.</p> <p>APPLICATION: <i>In addition to any discipline assigned, violation of this rule may result in a bus behavior contract or a period of suspension from bus riding.</i></p>	5B.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	5B.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	5B.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
5C. BUS SAFETY HAZARD SERIOUS	<p>Students are prohibited from engaging in activities which compromise the safe operation of a school bus, whether or not that student is on the bus. Prohibited activities include fights, assaults, and/or batteries on the bus, bus stop, or a bus loading zone; placing body parts outside bus windows or doors; hanging items outside bus windows/doors; failure to remain seated while the bus is in motion; moving around the bus is in motion; and throwing or projecting any item within or out of the bus. If the student projects an item that contacts another person, property, or vehicle, the student will face increased discipline consequences. Additionally, students should be prohibited from using mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the school bus driver's operation of the school bus.</p> <p>APPLICATION: <i>In addition to any discipline assigned, violation of this rule may result in a bus behavior contract or a period of suspension from bus riding. Any violation of this rule while a bus is in motion will result in Tier 3 consequences.</i></p>	5C.1 E/S 1-3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	5C.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	5C.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
5D. BUS UNAUTHORIZED ENTRY OR EXIT SERIOUS	<p>Students may not ride a bus other than the one to which they are assigned and may not disembark a bus at a bus stop other than that assigned for their residence.</p> <p>APPLICATION: <i>In addition to any discipline assigned, violation of this rule may result in a bus behavior contract or a period of suspension from bus riding</i></p>	5D.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	5D.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	5D.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
	6. DISHONESTY INFRACTIONS	6.1	6.2	6.3
6A. ACADEMIC DISHONESTY MODERATE	<p>Receiving or providing unauthorized assistance (to include plagiarizing, copying, use of artificial intelligence, or fabricating data) on classroom projects, assignments, exams, or state or national examinations.</p> <p>APPLICATION: <i>Within 1 School Year:</i> <i>First Offense: Discipline Levels 1 - 3 Second Offense: Discipline Levels 2 - 3 Third Offense: Discipline Level 3 Mandatory Hearing Referral.</i></p> <p>NOTE: <i>Repeated violations of a Level 1 or 2 infraction under a Rule 6A offense may result in a punishment as authorized in Level 3.</i></p>	6A.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	6A.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	6A.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3
	6. DISHONESTY INFRACTIONS	6.1	6.2	6.3
6B. TAMPERING WITH EVIDENCE (NEW) SERIOUS	No student shall destroy, alter, conceal, or disguise any physical evidence that the student knows or should have known is evidence of a rule violation or potential rule violation of this Code of Conduct. APPLICATION: <i>Within 1 School Year:</i> <i>First Offense: Discipline Levels 1 - 3 Second Offense: Discipline Levels 2 - 3 Third Offense: Discipline Level 3 Mandatory Hearing Referral.</i> NOTE: Repeated violations of a Level 1 or 2 infraction under a Rule 6B offense may result in a punishment as authorized in Level 3.	6B.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	6B.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	6B.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
6C. FALSE CALL TO EMERGENCY SERVICES OR CAUSE A FALSE FIRE ALARM SERIOUS	No student shall knowingly make or cause a false call to emergency services or knowingly report a false fire alarm. Emergency services include, but are not limited to, Fire & Rescue, 911, Police, GBI, FBI.	6C.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	6C.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	6C.3 S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
6D. FALSE REPORT SERIOUS	No student shall knowingly, whether orally or in writing, make false reports, falsify records, forge signatures, falsify statements, or falsely accuse other students or APS employees of wrong actions or inappropriate conduct. Additionally, no student shall knowingly falsely report any intention or play by self or others to commit a serious crime at any Atlanta Public Schools (APS)/APS campus/APS property to any local, state, or federal tipline, school or school system tipline, school personnel, and/or to any emergency services (police, fire, ambulance/medical, GBI, FBI, 911).	6D.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	6D.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	6D.3 S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
	7. DISRUPTIVE BEHAVIOR INFRACTIONS	7.1	7.2	7.3
7A. HORSEPLAY SERIOUS	No student shall engage in horseplay, rough play or boisterous activities. APPLICATION: <i>Within 1 School Year:</i> <i>First Offense: Discipline Levels 1 - 3 Second Offense: Discipline Levels 2 - 3 Third Offense: Discipline Level 3 Mandatory Hearing Referral.</i> NOTE: Repeated violations of a Level 1 or 2 infraction under a Rule 7A offense may result in a punishment as authorized in Level 3.	7A.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	7A.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	7A.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3
7. DISRUPTIVE BEHAVIOR INFRACTIONS		7.1	7.2	7.3
7B. GAMBLING MODERATE	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.	7B.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	7B.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	
7C. STUDENT INCIVILITY / INSUBORDINATION SERIOUS	Insubordination or disrespect to staff members or other students; includes but is not limited to: failure to comply with local school rules, classroom expectations, and/or reasonable directions or commands/ instructions of teachers, student teachers, substitute teachers, school assistants, administrators, school bus drivers, school police, or other authorized school personnel, including refusal to identify oneself upon request of any School District employee/designee; or engaging in verbal altercations with another person. APPLICATION: Discipline Level 2 appropriate for two or more infractions of this code within a two-week period (consecutively). ****APPLICATION: <i>Within 1 School Year:</i> First Offense: Discipline Levels 1 - 3 Second Offense: Discipline Levels 2 - 3 Third Offense: Discipline Level 3 Mandatory Hearing Referral. NOTE: Repeated violations of a Level 1 or 2 infraction under a Rule 7C offense may result in a punishment as authorized in Level 3.	7C.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	7C.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	7C.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
7D. OFFENSIVE LANGUAGE / GESTURES SERIOUS	No student shall use any type of profane, vulgar, or obscene language (written or oral) or gestures. 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: Repeated violations of a Level 1 or 2 infraction under a Rule 7D offense may result in a punishment as authorized in Level	7D.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	7D.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	7D.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
7E. PUBLIC DISPLAYS OF AFFECTION MINOR	No student shall be engaged in consensual amorous kissing, touching, other inappropriate displays of affection.	7E.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference		

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3
	7. DISRUPTIVE BEHAVIOR INFRACTIONS	7.1	7.2	7.3
7F. TERRORISTIC THREATS SERIOUS	No student shall threaten to commit any crime of violence, to release any hazardous substance, to plant a bomb/explosive, or to burn or damage property with the purpose of terrorizing another or of causing the evacuation of a building, or otherwise causing disruption or in reckless disregard of the risk of causing such disruption.		7F.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	7F.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
7G. THREAT(S) NEW SERIOUS	No student shall threaten, either verbally, in writing, electronically, or by physical presence, expressed or implied, or conspire to cause harm to another person.	7G.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	7G.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	7G.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
7H. SELLING / DISTRIBUTING UNAUTHORIZED ITEM SERIOUS	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. Additionally, no student shall buy, receive, sell, distribute, or possess with the intent to distribute items without appropriate school/school system authorization (e.g. selling/distributing food, bodily fluids, computer technology, personal items, and other non-drug related items). 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.		7H.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	7H.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
7I. CLASS / SCHOOL DISRUPTION SERIOUS	No student shall, in any manner, use violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct, that causes, may or attempts to 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. ***APPLICATION: <i>Within 1 School Year:</i> First Offense: Discipline Levels 2 - 3 Second Offense: Discipline Level 3 Third Offense: Mandatory Hearing.	7I.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	7I.2 E/S 1 to 5 Days ISS OR 1 to 3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	7I.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3
	7. DISRUPTIVE BEHAVIOR INFRACTIONS	7.1	7.2	7.3
7J. UNAUTHORIZED ITEM SERIOUS	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. APPLICATION: This code does not apply to possession of weapons, drugs/medication, tobacco products, and/or alcohol.	7J.1 E/S 1-3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	7J.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	7J.3 E/S 4-10 Days OSS Possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
7K. UNAUTHORIZED SCHOOL WALKOUT MODERATE	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 3 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. School officials have the authority to provide time, place, and manner of protest. Students who do not comply will receive Level 2 consequence. This applies to both Elementary and Secondary	7K.1 E/S 1-3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	7K.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	
7L. REPEATED OFFENSES SERIOUS	Students shall not repeat discipline offenses that disrupt the learning environment. This rule may only be assigned when the prior underlying infractions have been addressed through progressive discipline interventions. APPLICATION: It is not permissible to assign this rule violation if any of the underlying offenses resulted on Detention, In-School Suspension(ISS) or Out-of-School suspension(OSS) as a consequence. PROGRESSIVE DISCIPLINE GUIDANCE: 3-6 Level 1 Offenses in one semester = Level 1. 7 Level 1 Offenses in one Semester = Level 2 Offense. 5 Level 2 Offenses in one Semester = Level 3.		7L.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	7L.3 E/S 4-10 Days OSS Possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
	8. GANG RELATED INFRACTIONS	8.1	8.2	8.3
8A. GANG: DISPLAYING GANG AFFILIATION SERIOUS	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 identified tattoos or other gang related paraphernalia, participating in creating or displaying gang related graffiti or engaging in other acts that reflect affiliation with a gang. APPLICATION: 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 that engages in criminal gang activity as defined in OCGA §16-15-3.	8A.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	8A.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	8A.3 S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3
	8. GANG RELATED INFRACTIONS	8.1	8.2	8.3
8B. GANG: ENGAGING IN GANG ACTIVITY SERIOUS	<p>No student shall commit, attempt to commit, solicit, encourage, or advise others to commit or attempt to commit any activity in furtherance of a gang or gang activity which interferes with the orderly conduct of school activities, with discipline in the schools, or with the rights of other students or faculty members.</p> <p>APPLICATION: 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 that engage in criminal gang activity as defined in OCGA §16-15-3.</p>	8B.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	8B.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	8B.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
8C. GANG: RECRUITING / SOLICITING SERIOUS	<p>No student shall solicit membership in any gang or gang-related organization. No student shall recruit others to join any gang or gang-related organization.</p> <p>APPLICATION: 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 that engages in criminal gang activity as defined in OCGA §16-15-3.</p>	8C.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	8C.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	8C.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
	9. ACTS AGAINST OTHERS INFRACTIONS	9.1	9.2	9.3
9A. ASSAULT SERIOUS	<p>No student shall attempt 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.</p> <p>*****APPLICATION: <i>Within 1 School Year:</i> First Offense: Discipline Levels 1 - 3 Second Offense: Discipline Levels 2 - 3 Third Offense: Discipline Level 3 Mandatory Hearing Referral.</p> <p>NOTE: Repeated violations of a Level 1 or 2 infraction under a Rule 9A offense may result in a punishment as authorized in Level 3.</p>	9A.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	9A.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	9A.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
9B. ASSAULT OF SCHOOL EMPLOYEE SERIOUS	<p>No student shall attempt to cause physical injury, threaten bodily harm, or commit an act which places a school employee in reasonable apprehension of immediately receiving physical injury. MANDATORY DISCIPLINE HEARING.</p> <p>APPLICATION: Mandatory Discipline Hearing unless the hearing is waived by the victim/employee and the victim/employee signs the waiver form.</p>		9B.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	9B.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3
	9. ACTS AGAINST OTHERS INFRACTIONS	9.1	9.2	9.3
9C. BATTERY SERIOUS	<p>Intentionally make physical contact of an insulting or provoking nature with another, unless such physical contact was in self-defense as provided by O.C.G.A. § 16-3-21. If the Battery results in physical injury to the victim, the student may face increased discipline consequences</p> <p>*****APPLICATION: <i>Within 1 School Year:</i> First Offense: Discipline Levels 1 - 3 Second Offense: Discipline Levels 2 - 3 Third Offense: Discipline Level 3 Mandatory Hearing Referral.</p> <p>NOTE: Repeated violations of a Level 1 or 2 infraction under a Rule 9C offense may result in a punishment as authorized in Level 3.</p>	9C.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	9C.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	9C.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
9D. BATTERY OF SCHOOL EMPLOYEES SERIOUS	<p>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.</p> <p>APPLICATION: Battery of School Employee requires a mandatory discipline hearing unless such hearing is waived by the victim Employee</p>			9D.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
9E. BATTERY OF AN EMPLOYEE CAUSING PHYSICAL HARM SERIOUS	<p>Students shall not intentionally make physical contact which causes physical harm to a school employee unless such physical contact or physical harm were in self-defense as provided by O.C.G.A. § 16-3-21. Where physical harm is not present, students may be found in violation of and disciplined in accordance with the lesser included offense of Code 9D Battery of School Employee. MANDATORY DISCIPLINE HEARING.</p> <p>APPLICATION: ELEMENTARY SCHOOL DISCIPLINE: 1-10 days OSS, with a hearing referral for long-term suspension and/or expulsion. • If expelled, upon recommendation of the hearing officer, an elementary school student may be readmitted to a traditional school for grades 9-12. If there is not an alternative education program for students in elementary school, then the student may be permitted to reenroll in the elementary school as permitted by the hearing officer. (O.C.G.A. § 20-2- 751.6).</p> <p>MIDDLE AND HIGH SCHOOL DISCIPLINE: 10 days OSS with a hearing referral and a minimum recommendation for Permanent Expulsion • The hearing officer may allow an expelled student to attend the alternative education program under strict academic, attendance and behavior requirements. Upon recommendation of the hearing officer, a middle school student may be readmitted to a traditional school for grades 9-12. (O.C.G.A. § 20-2-751.6).</p>			9E.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
9F. CONSENSUAL BODILY HARM / HAZING SERIOUS	<p>No student shall participate in consensual physical hazing, initiation, and/or bodily modifications. 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 the age of the student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 3 disciplinary responses for this offense. For instances where a student did not or could not provide consent, other rule violations will be used as applicable.</p>	9F.1 E 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	9F.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	9F.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3
	9. ACTS AGAINST OTHERS INFRACTIONS	9.1	9.2	9.3
9G. FIGHTING SERIOUS	<p>No student shall mutually participate in or initiate a physical altercation (fight) unless such physical contacts or physical harms were in self-defense as provided by OCGA § 16-3-21. Physical contact which causes harm may result in a Level 3 disciplinary response being imposed.</p> <p>APPLICATION: Physical contact which causes significant injury will result in a Level 3 disciplinary response being imposed.</p> <p>*****APPLICATION:: <i>Within 1 School Year;</i> <i>First Offense: Discipline Levels 1 – 3 (minimum 1 day OSS; Max 4 days)</i> <i>Second Offense: Discipline Levels 2 – 3 (min 3 days OSS; Max 10 days OSS and optional referral for disciplinary hearing)</i> <i>Third Offense: Discipline Level 3 (10 days OSS and Mandatory Hearing Referral)</i></p> <p>NOTE: Repeated violations of a Level 1 or 2 infraction under a Rule 9G offense may result in a punishment as authorized in Level 3.</p>	9G.1 E 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	9G.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	9G.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
9H. FIGHTING: GROUP SERIOUS	<p>Three or more individuals mutually participated in a physical altercation unless such physical contact or physical harms were in self-defense as provided by OCGA § 16-3-21.</p> <p>APPLICATION: Physical contact which causes significant injury will result in a Level 3 disciplinary response being imposed.</p> <p>*****APPLICATION: <i>Within 1 School Year;</i> <i>First Offense: 3-10 days and possible referral to disciplinary hearing.</i> <i>Second Offense: 10 days and discipline hearing.</i></p>		9H.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	9H.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
9I. FORCEFULLY ABDUCT / TRANSPORT / DETAIN A PERSON SERIOUS	<p>No student shall forcefully abduct, transport, and/or detain a person against his/her will.</p>	9I.1 E/s 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	9I.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	9I.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
	10. OFF-CAMPUS INFRACTIONS	10.1	10.2	10.3
10A. OFF CAMPUS OFFENSE SERIOUS	<p>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 the Discipline Office, Safety and Security and the Associate Superintendent.</p> <p>APPLICATION: Contact the Discipline Office, Safety and Security and the Associate Superintendent. Students may only be withdrawn after receiving approval from the Coordinator of Student Discipline.</p>			10A.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3
	11. PROPERTY RELATED INFRACTIONS	11.1	11.2	11.3
11A. ARSON SERIOUS	No student shall intentionally damage or attempt to damage any real or personal property by fire or incendiary device.		11A.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	11A.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
11B. BURGLARY SERIOUS	Unlawful or unauthorized forceful entry into a school building or vehicle (with or without intent to commit theft or a felony therein).		11B.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	11B.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
11C. DAMAGE TO PROPERTY SERIOUS	No student shall cause or attempt to cause damage to any school or private property. APPLICATION: Level 3 Discipline and placement up to one year in an alternative setting may be appropriate where severe injury is caused. ***** APPLICATION: Within 1 School Year: First Offense: Discipline Levels 1 - 3 Second Offense: Discipline Levels 2 - 3 Third Offense: Discipline Level 3 Mandatory Hearing Referral. NOTE: Repeated violations of level 1 or 2 may result in a punishment as authorized in level 3	11C.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	11C.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	11C.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
11D. RECEIPT OF STOLEN PROPERTY (NEW) SERIOUS	No student shall receive, dispose of, or retain/maintain stolen property which the student knows or should have known was stolen. For purposes of this rule, electronic files, data, and/or technology materials are considered property.	11D.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	11D.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	11D.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
11E. ROBBERY SERIOUS	No student shall take or attempt to take the property of another by use of force, weapon, or any device having the appearance of a weapon. Use of force may result in additional charges of Battery or Assault. If the student attempts to use or possess a weapon/look-alike weapon or dangerous instrument in the commission of a robbery, increased discipline consequences may apply.		11E.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	11E.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3
	11. PROPERTY RELATED INFRACTIONS	11.1	11.2	11.3
11F. THEFT SERIOUS	No student shall intentionally steal property belonging to another person or entity.		11F.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	11F.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
	12. SCHOOL DRESS CODE INFRACTIONS	12.1	12.2	12.3
12A. SCHOOL DRESS CODE MINOR	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: <ol style="list-style-type: none"> 1. Clothing, hairstyles, and jewelry must not cause a disruption or constitute a health or safety hazard. 2. Clothing, must be 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. 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. Ski masks must not be worn in the school building at any time during the school day. 6. 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. 7. 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 	12A.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference		
	13. SEXUAL OFFENSE	13.1	13.2	13.3
13A. INDECENT EXPOSURE (SELF / OTHERS) SERIOUS	No student shall expose their 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. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.atlantapublicschools.us/titleix APPLICATION: Level 3 Discipline must be applied for Exposure of Others. Mandatory Hearing Referral.		13A.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	13A.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
13B. SEXUAL ACTIVITY SERIOUS	No student shall consent to and participate in any form of sexual activity with another student. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.atlantapublicschools.us/titleix		13B.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	13B.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3
	13. SEXUAL OFFENSE	13.1	13.2	13.3
13C. SEXUAL BATTERY SERIOUS	<p>No student shall penetrate or touch the intimate body parts of another without consent. Touching may include through human contact or with an object. 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. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.atlantapublicschools.us/titleix</p> <p>APPLICATION: Contact the Discipline Office, Safety and Security and the Associate Superintendent. Level 3 Discipline and Hearing Referral must be sought for more than two offenses involving inappropriate touching within one school year. Level 3 Discipline and Hearing Referral mandatory at the first offense involving penetration and in some additional circumstances.</p>		13C.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	13C.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
13D. SEXUAL HARASSMENT SERIOUS	<p>No student shall harass another person through unwelcome sexual advances, lewd gestures or verbal conduct, or communications of a sexual nature; requests for sexual favors; gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.atlantapublicschools.us/titleix</p> <p>APPLICATION: Contact the Discipline Office, Safety and Security and the Associate Superintendent. Level 3 Discipline and Hearing Referral must be sought for multiple offenses within one semester. Level 3 Discipline may be applicable at the first offense in some circumstances. Examples of Sexual Harassment may include, but are not limited to, the following: Verbal harassment or abuse; 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 their 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.</p>		13D.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	13D.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
13E. SEXUAL MISCONDUCT / INVASION OF PRIVACY SERIOUS	<p>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. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.atlantapublicschools.us/titleix</p> <p>***APPLICATION: Contact the Discipline Office, Safety and Security and the Associate Superintendent. Level 3 Discipline and Hearing Referral must be sought for multiple offenses within one semester. Level 3 Discipline may be applicable at the first offense in some circumstances.</p> <p>***APPLICATION: Within 1 School Year: First Offense: Discipline Levels 1 - 3 Second Offense: Discipline Levels 2 - 3 Third Offense: Discipline Level 3 Mandatory Hearing Referral.</p>	13E.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	13E.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	13E.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
13F. SEXUAL MOLESTATION SERIOUS	<p>No student shall commit or attempt to commit any act of 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. 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. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.atlantapublicschools.us/titleix</p> <p>APPLICATION: Contact the Discipline Office, Safety and Security and the Associate Superintendent. Hearing Referral is Not Mandatory but may be applicable in some circumstances.</p>			13F.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion

CODE AND TITLE	DEFINITION AND EXAMPLES	LEVEL 1	LEVEL 2	LEVEL 3
	14. TECHNOLOGY INFRACTIONS	14.1	14.2	14.3
14A. AUDIO OR VIDEO RECORDING SERIOUS	<p>Students shall not use audio or visual recording devices without the permission of a school administrator. This includes 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 calendar year. The device will only be released to the parent or guardian, who must come to the school in person for retrieval.</p> <p>APPLICATION: Behaviors that implicate Title IX (as implemented) will be handled pursuant to the District's Title IX Grievance policy.</p> <p>****APPLICATION: Within 1 School Year: First Offense: Discipline Levels 1 - 3 Second Offense: Discipline Levels 2 - 3 Third Offense: Discipline Level 3 Mandatory Hearing Referral.</p>	14A.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	14A.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	14A.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
14B. PIRACY MODERATE	<p>Students will not copy computer programs, software or other technology provided by APS for personal use. Downloading unauthorized files is strictly prohibited.</p>	14B.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	14B.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	14B.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
14C. TECHNOLOGY / COMPUTER MISUSE SERIOUS	<p>Students shall not purposely look for security problems (using tools including, but not limited to network sniffers, proxies, scripts, password guesser/detection) to attempt to disrupt school technology resources, engage in any activity that monopolizes or compromises school technology resources or gain or attempt to gain unauthorized access to the District's computer data, network, or systems for any purpose including phishing, hacking, and/or spamming activities. Using unauthorized web browsers (not installed on the device by APS). Using a Virtual Private Network. Behaviors that violate this rule include, but are not limited to: tampering with or damaging the District system; sharing, modifying, or altering District log-in information; accessing, copying, or modifying another user's files without authorization.</p> <p>***Multiple and/or prior infractions could lead to increased consequences</p> <p>***Behaviors that implicate Title IX regulations (as implemented) will be handled pursuant to the District's Title IX policy.</p> <p>****APPLICATION: Within 1 School Year: First Offense: Discipline Levels 1 - 3 Second Offense: Discipline Levels 2 - 3 Third Offense: Discipline Level 3 Mandatory Hearing Referral.</p>	14C.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	14C.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	14C.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
14D. MISUSE OF ARTIFICIAL INTELLIGENCE (AI) GENERATED OF FALSE IMAGES SERIOUS	<p>No student shall create, share, or distribute AI-generated, altered, or otherwise false images, videos, or digital content that do not serve an educational purpose, disrupt the learning environment, misrepresent students/employees and/or school-related events, or misrepresent/falsify District or school-related documents.</p>	14D.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	14D.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	14D.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion

CODE AND TITLE	DEFINITION AND EXAMPLES	LEVEL 1	LEVEL 2	LEVEL 3
	14. TECHNOLOGY INFRACTIONS	14.1	14.2	14.3
14E. DISTRIBUTION OF INAPPROPRIATE MATERIALS VIA TECHNOLOGY SERIOUS	<p>No student shall use or participate in using personal or school technology resources to distribute, display, or record inappropriate material. Inappropriate material does not serve an instructional or educational purpose and includes material that is profane, vulgar, lewd, obscene, offensive, indecent, threatening, advocates illegal or dangerous acts, causes disruption to Atlanta Public Schools, 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. (The local school police officer must be notified of such incidents). For incidents of harassment, including those involving antisemitic material, please refer to Rule 4C.</p>	14E.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	14E.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check-out Behavior Contract	14E.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
14F. PROHIBITED USE OF CELL PHONE MODERATE	<p>The use of cell phones during the school day is not allowed in grades Pre-K through 12. For purposes of this rule, "school day" is defined as the period beginning with the first bell signaling the start of the school day and ending with the final bell signaling the conclusion of the school day and shall include all instructional time, breaks, transitions, assemblies, lunch, recess, free periods, study halls, and/or any other structured or unstructured times and activities. This rule applies to all students whether or not their parent/guardian has completed the Parental Consent & Acknowledgement Form.</p> <p>These prohibitions do not apply to a student whose IEP, Section 504 plan, or medical plan explicitly mandates the use of a cell phone for medical or educational purposes, as long as the student's use of the cell phone is in strict adherence to the requirements of their IEP, 504, and/or medical plan. Any student accessing a cell phone that does not adhere to the requirements of that student's IEP, 504, and/or medical plan will be subject to discipline pursuant to this rule.</p> <p>FIRST VIOLATION: Verbal warning.</p> <p>SECOND VIOLATION: The device will be confiscated and the mobile telephone or device will be returned only to the parent/legal guardian who must schedule a conference at the school to retrieve the item.</p> <p>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 (1) semester. Written notice will be mailed to the parent, and the mobile telephone or device will be returned only to the parent/legal guardian who must schedule a conference at the school to retrieve the item.</p> <p>FOURTH (OR MORE) VIOLATION: The device will be confiscated and the student will lose the privilege of possessing a mobile telephone or PED on school property for one (1) calendar year. Written notice will be mailed to the parent, and the mobile telephone or device will be returned only to the parent/legal guardian who must schedule a conference at the school to retrieve the item.</p>			
	15. WEAPONS CATEGORY I	15.1	15.2	15.3
15A. CATEGORY I WEAPONS SERIOUS	<p>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 FIREARM, either concealed or open to view on school property. A FIREARM is a (LOADED or UNLOADED) 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.</p> <p>A FIREARM includes a (LOADED or UNLOADED) 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.</p> <p>APPLICATION: Mandatory Report to Law Enforcement, Cluster Superintendent, and Mandatory Report to the Office of Student Discipline.</p> <p><i>The minimum discipline for any student possessing a loaded or unloaded firearm is ten (10) days OSS and a hearing referral with a minimum recommendation of one calendar-year expulsion.</i></p>			15A.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion

CODE AND TITLE	DEFINITION AND EXAMPLES	LEVEL 1	LEVEL 2	LEVEL 3
	16.WEAPONS-CATEGORY II AND OTHER HAZARDOUS ITEMS (INTENT PLAYS A ROLE)	16.1	16.2	16.3
16A. CATEGORY II WEAPONS SERIOUS	<p>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 HAZARDOUS OBJECT, either concealed or open to view on school property. A HAZARDOUS OBJECT is a pellet gun, paint pellet gun, or BB gun, antique firearm, pepper spray, non-lethal 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, nightstick, 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.</p> <p>APPLICATION: Mandatory Report to law enforcement and mandatory Report to Office of Student Discipline. Intent should be considered when determining the level of discipline.</p>		16A.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	16A.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion
	17. WEAPONS-CATEGORY III (INTENT PLAYS A ROLE)	17.1	17.2	17.3
17A. CATEGORY III WEAPONS SERIOUS	<p>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 KNIFE or INSTRUMENT having a blade of less than two inches, any "look- alike" firearm, toy guns, or plastic disposable razor or slingshot. 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.</p> <p>APPLICATION: Mandatory Report to law enforcement. Elevated discipline based upon student intent.</p>	17A.1 E/S 1 to 3 Days Detention Written Warning T/S/A/P Conference Counselor Referral Restorative Conference	17A.2 E/S 1-5 Days ISS OR 1-3 Days OSS Removal of Privileges Restorative Conference Check-in/Check- out Behavior Contract	17A.3 E/S 4 to 10 Days OSS and possible referral to a student disciplinary hearing where the student may face long-term suspension or expulsion