

CHARLES R. DREW CHARTER SCHOOL

STUDENT & FAMILY HANDBOOK

2026–2027 Consolidated Pre-K–12 Edition

V1, August 2026



Letter to Drew Families

Dear Drew Families and Students,

Welcome to the 2026–2027 school year at Drew Charter School.

This year, we are pleased to introduce one unified Student & Family Handbook for our Elementary, Junior, and Senior academies. In previous years, each academy maintained a separate handbook. Bringing these resources together creates a more efficient, cohesive, and consistent guide for our entire Pre-K–12 community while preserving academy-specific information where procedures differ by grade level or campus.

The handbook has also been updated to reflect current schoolwide expectations, procedures, student supports, legal requirements, and references to applicable Atlanta Public Schools policies. We encourage families and students to review it together and use it throughout the year as a reliable resource.

Across Drew, we remain committed to creating a school experience where every student is known, challenged, supported, and inspired to reach their full potential. Students will engage in rigorous academics, Project-Based Learning, STEAM experiences, enrichment, athletics, the arts, leadership, service, and other opportunities that support academic, social, and personal growth.

A successful year depends on partnership. We ask students to attend regularly, arrive ready to learn, demonstrate Eagle Pride, treat others with respect, and take responsibility for their choices. We ask families to stay connected, communicate with teachers and staff, monitor attendance and academic progress, and reinforce school expectations at home.

Thank you for the interest, time, and commitment you bring to Drew. Together, we look forward to a joyful, productive, and purpose-filled year of learning, belonging, and growth.

With Eagle Pride,

A handwritten signature in black ink, appearing to read "Peter McKnight", with a long, sweeping horizontal line extending to the right.

Peter McKnight, Head of School

How to Use This Handbook

Drew Charter School’s 2026–2027 Student & Family Handbook brings together the information families and students need to navigate the school year with confidence, understand shared expectations, and access the people and resources available across all Drew academies.

The first sections contain schoolwide policies, procedures, and expectations that apply across Drew. The academy sections provide additional information for students in the Elementary, Junior, and Senior academies, including grade-level routines, academic programs, and campus-specific procedures. Unless a section expressly states otherwise, schoolwide policies apply to all students, and academy-specific information explains how those policies are implemented for particular grades or campuses.

Because current laws, Atlanta Public Schools requirements, safety guidance, and school operations may change, Drew may revise this handbook during the school year. **Families will be notified of substantive updates through Drew’s official communication channels.** When this handbook refers readers to a law, district policy, form, or webpage, the most current, official version governs.

We encourage families and students to review the handbook together and return to it throughout the year. Questions are always welcome, so please reach out to the appropriate academy office and they will help connect you with the right staff member or resource.

Campuses & Attendance Contacts

ELEMENTARY ACADEMY

301 Eva Davis Way SE
Atlanta, GA 30317

Main Office: 404-687-0001

Fax: 404-687-0480

Attendance:

eaattendance@drewcharterschool.org

JUNIOR & SENIOR ACADEMIES

300 Eva Davis Way SE
Atlanta, GA 30317

Main Office: 470-355-1200

Fax: 404-373-9207

Junior Academy Attendance:

jaattendance@drewcharterschool.org

Senior Academy Attendance:

saattendance@drewcharterschool.org

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Part I — Welcome to Drew Charter School

School History

Charles R. Drew Charter School was founded on the belief that a high-quality school is central to a healthy, revitalized neighborhood. In August 2000, the East Lake Foundation, in partnership with Atlanta Public Schools and East Lake families, opened Drew as Atlanta Public Schools' first public charter school, welcoming 240 students in grades K–5. Since then, Drew has expanded into a Pre-K–12 educational continuum serving more than 1,800 students.

Drew is named for Dr. Charles Richard Drew (1904–1948), an African American physician and medical pioneer whose work advanced modern methods for storing and transfusing blood and plasma and helped shape large-scale blood banking. As Drew grew, key milestones marked the school's evolution into a cradle-to-college and career model for East Lake, including statewide recognition and expansion through grade 12 in support of the community's long-term vision for student success.

Drew's progress has been defined not only by growth, but by outcomes. Drew's first graduating class (2017) achieved a 100% graduation rate and 100% college acceptance, earning more than \$5 million in scholarships—a milestone for the school and the East Lake community. The school's innovative academic model—grounded in Project-Based Learning (PBL) and an integrated STEAM framework—has also earned statewide recognition, including STEAM certification distinctions across academies over time.

Drew's commitment to equity and belonging was further formalized in Fall 2019, when the Board adopted an equity statement affirming Drew's commitment to seeing and embracing the entirety of each child and providing an educational experience rooted in equity and compassion. Drew continues this work through schoolwide culture, community expectations, and family partnership.

During the 2025–2026 school year, Drew celebrated its 25th anniversary, honoring a quarter-century of partnership, progress, and pride in the East Lake community. In that same spirit of access and belonging, Drew expanded Drew CARES, the schoolwide initiative designed to eliminate participation fees and reduce financial barriers so students can fully engage in athletics, arts, clubs, enrichment, and other experiences that build connection and opportunity.

Charter schools in Georgia are special public schools that families can choose. They work under a performance-based agreement approved by both the local board of education (Atlanta Public Schools) and the State Board of Education. This agreement

gives schools more freedom to design their teaching methods and school practices—and, when permitted, to request waivers of certain state laws and district rules. In return, these schools are held accountable for meeting specific academic, operational, and organizational goals outlined in their charters.

Drew Charter School is currently operating under a five-year charter that was renewed in 2022, running from July 1, 2022, to June 30, 2027.

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

Educational Approach

Drew Charter School operates as a unified Pre-K–12 program organized into three academies: Elementary (Pre-K–5), Junior (6–8), and Senior (9–12). This academy structure supports coherent instructional planning and consistent student supports, with educator teams working together to deliver rigorous learning experiences and guide student growth across each stage of development.

PROJECT-BASED LEARNING (PBL)

Across all academies, Drew’s instructional model emphasizes Project-Based Learning (PBL)—a standards-based approach that strengthens engagement, deepens understanding, and supports equitable access to grade-level learning. Through PBL, students investigate authentic questions and challenges, apply knowledge across subject areas, revise and reflect on their work, and share their learning through regular showcases. Drew’s Junior and Senior Academies partner with New Tech Network (NTN), a nonprofit education partner that works with over 100 PBL schools nationally, to

implement PBL instruction. In a PBL environment, projects are the centerpiece of the lesson; teaching occurs through the project rather than teaching first and assigning a project afterward. Students use technology tools the way professionals do: to communicate, collaborate, research, analyze, create, and publish work for authentic audiences.

STEAM

Drew's academic program is guided by STEAM (Science, Technology, Engineering, Arts, and Mathematics) within a Project-Based Learning (PBL) environment. Our teachers intentionally incorporate creativity and design-thinking—associated with the arts—into the traditional STEM disciplines, integrating STEAM across content areas and with the humanities. This focus begins in the Elementary Academy, continues through the Junior Academy, and influences the Senior Academy career pathways, including Engineering/Design and Business Technology. STEAM also shapes how we design schoolwide learning experiences—supporting interdisciplinary projects, course integration, and signature events such as STEAM Career Day, DESIGNORAMA, and STEAM Workshop Day. Drew's STEAM approach aims to develop 21st-century skills and real-world readiness while maintaining a strong foundation in literacy and mathematics for all students. Our commitment to STEAM has earned state recognition, including GADOE STEAM Certification across academies over time (Elementary—2017, Junior—2019, Senior—2022), with ongoing recertification cycles to sustain quality and continuous improvement.

LEARNING BEYOND THE SCHOOL DAY

Drew extends learning beyond the classroom through robust before- and after-school opportunities, including athletics, student clubs, and after-school programming. These experiences help students explore interests, strengthen skills, and build a sense of belonging across the school community, supported by an extended learning day and school year.

LEARNING ENVIRONMENTS THAT SUPPORT THE WHOLE CHILD

Drew's learning takes place across two closely connected campuses in East Lake. The Elementary Academy is located in Drew's original building, which is connected to the East Lake Family YMCA. Meanwhile, the Junior and Senior Academies are situated at the Yates Upper Campus across the street. Drew's location—near the Charlie Yates public golf course and the Villages of East Lake—supports a whole-child approach that blends strong instruction with enrichment and community-connected learning, including golf instruction and the after-school First Tee® of East Lake program.

PARTNERSHIPS THAT EXPAND OPPORTUNITY

Drew's educational model is strengthened by partners that provide expertise, resources, and experiences aligned to student achievement and whole-child development. These partnerships include academic and instructional collaborators, such as the Rollins Center for Language and Literacy at the Atlanta Speech School, as well as university partners, including Georgia Tech and Georgia State University. Drew also benefits from East Lake community partners that support student wellness, enrichment, and experiential learning.

RESPONSIBLE TECHNOLOGY AND AI LITERACY

Drew prepares students to navigate emerging tools responsibly and ethically. Students are expected to use technology, including AI tools, in ways that uphold academic integrity, protect privacy, and demonstrate critical thinking when evaluating information and sources. See Part VIII, Social Emotional Learning, Cell Phone/PED Policy, Student Conduct and Supportive Discipline, for Drew's full AI usage guidance, social-media network restrictions under Georgia's HB351, and cell phone/personal electronic device rules.

Part II — Drew's Culture and Academic Visions

Culture Vision

At Drew, everyone is welcomed, valued, and belongs. We foster a joyful, restorative and academically focused environment where all are inspired to be innovative and be celebrated for their growth. Rooted in Eagle Pride, Be Drew means embracing differences, unity, and school spirit as one Pre-K through 12 community.

Academic Vision

At Drew, every student engages in a rigorous and responsive academic program aligned to their strengths and areas of growth. Learning is grounded in clear goals and success criteria, with opportunities for students to think, speak, write, and collaborate through inquiry and project-based learning (PBL). Through productive struggle, feedback, and reflection, students have opportunities to iterate their ideas, build competence, confidence, and take accountability for their learning. Therefore, students are able to consistently demonstrate growth by applying skills across disciplines, making real-world connections, and preparing to thrive in an ever-changing world.

Part III — Family Communication and Engagement

Family Engagement

Drew truly values the home school partnership and works to cultivate meaningful and thriving relationships with families and caregivers. Numerous opportunities for family engagement and participation are offered both in the school and within the East Lake and Kirkwood Communities. Drew strives for authentic and meaningful partnership with our families and strives to build and expand these relationships through a multitude of offerings.

Family Engagement Team

- Director of Culture and Equity: Terra Gay, Terra.Gay@drewcharterschool.org
- Family & Culture and Instructional Specialist: Angela Cleveland, Angela.Cleveland@drewcharterschool.org

Contacting Staff Members

Strong communication between families and staff supports student success. Families who need to contact a teacher or staff member should do so through the teacher or staff member's official Drew email address or Zoom phone extension with questions about academics, behavior, attendance, or student support.

To ensure clear and consistent communication across all academies, Drew follows these schoolwide expectations for contacting teachers and staff, requesting conferences, and attending on-campus meetings.

- **Response time:** Families may expect a response within two business days.
- **Urgent concerns:** For urgent matters or concerns involving student safety, contact the Front Office or Administration immediately rather than waiting for an email response.
- **Conference requests:** When a conference is needed, staff will work to schedule it within 10 business days whenever possible.
- **Meeting options:** Conferences may be held by Zoom, phone, or in person, depending on the purpose of the meeting and staff availability.
- **On-campus meetings:** In-person conferences must be scheduled in advance. Families should arrive at the agreed time, check in at the front office, obtain a visitor badge, and wait for the staff member to be notified. Academies do not hold impromptu or unscheduled conferences or meetings; appointments must be made in advance with staff members and Administration.
- **Instructional access:** To protect instructional time and campus safety, families should not enter classrooms or staff offices without an appointment.

Parent-Teacher Conferences

Drew holds schoolwide Parent-Teacher Conference Days by Zoom in October and March. Families may also raise concerns at any time during the school year. When a concern is submitted outside a scheduled conference day, please allow the teacher and/or principal sufficient time to review the matter and provide a thoughtful response.

Drew Charter School encourages families to schedule parent-teacher conferences whenever they would like more information about a student's academic progress, behavior, or overall school experience.

To protect instructional time, teachers are not available for conferences during instructional hours. Families should contact their child's teacher or the school to request and schedule a conference in advance.

Classroom Observations

Drew cherishes our partnership and transparency with families. While we understand the importance of being involved, parent and guardian classroom observations are not permitted; they disturb the flow of instruction, impact student routines, and may affect the overall learning environment. We appreciate your understanding as we create a space that is safe, welcoming and conducive to learning for all students.

Families are encouraged to use parent-teacher conferences, scheduled conference days, school events, and communication channels with teachers/counselors/administration as the primary ways to learn about classroom expectations, instructional practices, and student progress.

Part IV — Enrollment, Student Records, and School Transitions

Enrollment in Drew Charter School

Drew Charter School is open to eligible students who reside within the City of Atlanta/Atlanta Public Schools district, including students with disabilities and English Language Learners. Because Drew is a school of choice, students are admitted through an application and lottery process when the number of applicants exceeds available seats in a program, grade level, or building. In those cases, Drew uses a random selection process with enrollment priorities to support the community's mission.

Verification of Residency

Drew Charter School is part of the Atlanta Public Schools (APS) system. Under its charter agreement, a student must either live within the APS district (the city of Atlanta) or be the child of a current full-time employee or board member of Drew Charter School to attend.

A student's address will be determined by the bona fide primary residence of the custodial parent or legal guardian. The address of residence is subject to verification by the school administration or its designee via phone, U.S. mail, home visits, and other legal means at any time while a student is enrolled at Drew.

Except as provided above, children who do not live in the APS district are not eligible to attend Drew. If a family moves from the APS district, the child will no longer be eligible to attend Drew and must be withdrawn. A student admitted based on false information is considered illegally enrolled and will be dismissed from Drew upon discovery. The student's parent or legal guardian may be subject to criminal charges and civil liability.

Who Is Eligible to Attend Drew?

Drew may enroll students who live within the Atlanta Public Schools attendance zone (City of Atlanta). Drew does not have a traditional neighborhood "zone," but it provides priority enrollment for students who reside in the East Lake community, including:

- Primary preference: Students residing in The Villages of East Lake
- Additional eligibility to fill remaining space (by lottery if needed): Students residing in the current Toomer Elementary School attendance zone
- Remaining seats: Filled from across the APS district by lottery, consistent with the Charter Schools Act of 1998 (O.C.G.A. § 20-2-2066)

- Additionally, Drew may also enroll children of its full-time teachers and staff, including those who live outside the City of Atlanta, as permitted by policy.

Student Admissions Policy

Drew holds an annual registration period (February–April) for families seeking to enroll students who are not currently attending Drew. Families of currently enrolled students complete re-enrollment by signing and returning the school’s annual enrollment letter.

Registered students are enrolled for the following school year using the priority order below. If, within any category, the number of registered students exceeds available space, Drew will conduct a lottery to determine enrollment.

- Students who attended Drew during the previous school year
- Siblings of students who attended Drew during the previous school year
- Students residing in The Villages of East Lake who did not attend Drew during the previous school year
- Students residing in the East Lake and Kirkwood attendance zones who did not attend Drew during the previous school year, and children of Drew teachers and staff not included above (including those living outside the City of Atlanta)
- Students residing outside Drew’s priority attendance areas but within the Atlanta Public Schools district

Waitlist and Open Seats

When a lottery is required, Drew maintains a written waiting list of registered students who were not initially enrolled due to limited space.

The school may accept additional applications for the waiting list outside of the registration period and will apply the same priorities when placing students on the list. Openings that occur during the school year are filled from the waiting list.

Confirm Your Enrollment

Students who register for the upcoming school year using the process described above will need to confirm their enrollment in writing, using a form provided by Drew during the annual registration period. If a student does not submit this written confirmation, the school will consider the spot as rejected and will offer it to someone from the waiting list. Each year, by an agreed-upon date, Drew will provide APS with a written list of enrolled students for the next school year.

Custody Documentation and Student Records

Parents should submit a copy of all court orders related to child custody to the school at Enrollment@drewcharterschool.org. School staff may request custody documentation if needed. Student enrollment and other official school forms must be signed by the child's natural parent or guardian who resides with them. Upon request, the school will provide non-custodial parents with all information required by the Family Educational Rights and Privacy Act (FERPA) and Georgia law, unless a valid court order prohibits sharing such information. If such an order exists, a copy must be provided to the principal.

Change of Address

If your child's residence or contact information changes during the school year, please complete the change-of-address form and provide a new affidavit of residency with updated proof. Please submit this information to the Registrar or the Main Office within 14 days of the changes. The completed form and documentation can be delivered to the Main Office, the Registrar's Office, or sent to Enrollment@drewcharterschool.org.

Grade Placement

If required grade-placement records are unavailable at enrollment, they will be placed based on the most recent transcript.

Current Student Re-enrollment

At the end of the academic year, a student enrolled in kindergarten through 11th grade at Drew will automatically be enrolled for the next year, provided they continue to reside in the city of Atlanta (or, if the student's parent remains a full-time teacher, staff member, or board member at Drew) and re-enroll by the date set annually by the Mission Committee. Students who have been withdrawn or who do not maintain active enrollment can return only by participating in the annual lottery and completing the enrollment process.

Any exceptions, like returning after expulsion or going abroad for studies, need to be personally reviewed and approved by the Mission Committee. Students in Drew's Cox Pre-K Program should enter the kindergarten lottery, as they cannot be automatically re-enrolled.

Withdrawal from Drew

To ensure a smooth, stress-free withdrawal process, families are encouraged to complete all necessary steps and settle any remaining student obligations. When

withdrawing, students must return all textbooks, library books, devices (if applicable), and other school-owned items. Settling any outstanding charges, such as School Meal balances and Technology Replacement fees, is important for finalizing the withdrawal. The Academy may retain grade reports, transcripts, diplomas, or certificates of progress until all matters are settled and any lost or damaged items are addressed. We're here to support you through this process and want to ensure everything goes as smoothly as possible.

A 48-hour processing period is required to complete withdrawal paperwork. Grades and transcripts will not be released until all obligations are cleared.

WITHDRAWAL REQUEST AND AUTHORIZATION

The custodial parent or guardian who enrolled the student should complete the withdrawal process. If needed, the enrolling custodial parent or guardian may provide certified written permission authorizing a non-custodial parent or guardian to complete withdrawal procedures.

REQUIRED WITHDRAWAL STEPS

- Complete the academy-specific online withdrawal form (see below).
- Return all school-owned materials.
- Pay any outstanding balances/fees.
- Allow 48 hours for processing.

SCHOOL-INITIATED WITHDRAWAL

Drew may withdraw a student without obtaining permission from the parent or guardian, especially in situations permitted by Georgia State Board of Education rules. This action includes court or legal issues that impact the school environment or make it difficult for the student to attend school.

ADDITIONAL SENIOR ACADEMY WITHDRAWAL REQUIREMENTS

A minor who is not emancipated generally needs written permission from a parent or guardian if they wish to withdraw. This ensures that they have the proper support and approvals in place.

Before granting withdrawal permission for a minor, the school will schedule a conference with the student and parent/guardian to review educational options and the consequences of not earning a high school diploma.

Students who are 18 years old, or 16–17 years old and legally emancipated, can choose to withdraw from school. If they live with a parent or guardian, the school will try to notify them to keep everyone informed.

Part V — Attendance, Arrival, Dismissal, and Daily Operations

Attendance Policy

Student attendance is essential for academic achievement. Drew Charter School follows the Atlanta Public Schools (APS) Attendance Policy and expects students to attend daily, arrive on time, and stay for the entire instructional day unless they are ill or in an emergency.

Both families and the school share responsibility for maintaining good attendance. While the school understands the importance of family travel, families are encouraged to plan trips during school breaks to prevent losing instructional time. Optional trips will not be considered excused absences and teachers are unable to provide instruction or work during trips/vacations to students who are not present at school. Students are responsible for making up missed work due to any absences, whether excused or unexcused. Additionally, students are encouraged to attend school even if they do not qualify for an excused absence.

Attendance Defined (Important for Daily Credit and Participation in Activities)

A student is considered “in attendance” when they attend at least two class periods, unless they are involved in an approved school-sponsored activity such as field trips, student conventions, music festivals, or concerts. Attendance is also required for participation in extracurricular events on the same day, including sports and prom.

Absence and Tardy Documentation — Schoolwide Requirements

If a parent/guardian has not notified the school of an absence, Drew may attempt to contact the family through the school’s automated communication system (phone and, where enabled, email/text). Families are encouraged to verify and monitor attendance through the Infinite Campus Parent Portal and should ensure their contact information is current.

- **Required documentation:** A parent/guardian must provide a written explanation for each absence. Medical or other official documentation may be required when applicable or when a student absence exceeds three consecutive days.

- **Submission window:** Parents/guardians must submit an excuse note and/or medical documentation within three days of the student's return to school, or the absence/tardy may be marked unexcused.
- **Submission method:** Documentation should be emailed to the attendance address for the student's campus (see Quick Reference: Campus Addresses and Attendance Contacts). If email is unavailable, families may deliver documentation to the Main Office.
- **Parent-note limit:** Drew accepts no more than five parent/guardian notes per school year. After the fifth note, additional absences must be supported by medical or other official documentation to be considered excused.
- **Extended illness:** A student absent for three consecutive school days because of illness must provide a statement from a doctor or clinic verifying the illness or medical condition.
- **Extended absences:** Families should promptly contact the student's counselor and school administration when an extended absence is expected.
- **Same-day activities:** A student who has an unexcused absence may not participate in or attend extracurricular activities or school events scheduled for that day, including athletics, performances, showcases, and dances.
- **Attendance probation:** Students with patterns of poor attendance or excessive unexcused absences, tardies, or early dismissals may be placed on attendance probation and receive additional interventions. Continued attendance concerns may affect a student's continued enrollment, as permitted by applicable policy and law.

This documentation timeline and submission process is the same for all three academies.

Excused Absences and Tardies (Permitted by Georgia Board of Education)

Drew Charter School follows Georgia attendance rules for defining excused and unexcused absences. When verified by a parent/guardian and supported by required documentation, an excused absence is recorded as an "excused absence" in the student's permanent record. Excusable absences permitted under the Georgia Board of Education attendance rules include:

- Illness
- School-Sponsored Educational Opportunity
- Quarantine
- Suspension
- Death in the family
- Expulsion
- Medical or dental appointment

- Registering to vote or voting
- Court proceedings (one-day limit)
- Religious proceedings
- Serving as a page in the Georgia General Assembly

Absences are not excused for reasons such as assisting at home, babysitting, family vacations, shopping, or other reasons deemed capricious by school authorities. These absences must still be reported and will be recorded as “unexcused absences.”

Teachers are not responsible for providing private instruction for work missed due to unexcused absences for those reasons. Continued or chronic unexcused absence/tardiness may result in referral to student supports (e.g., SST), and excessive unexcused absences may lead to additional interventions, including legal referrals as permitted by law (Georgia compulsory attendance applies through age 16).

Senior Academy Participation and High School Requirements

For Senior Academy students, attending two or more class periods is especially important for eligibility and participation requirements, including athletics and major school events. Students age 16+ with chronic unexcused absences may also be subject to additional attendance interventions as outlined in the school’s attendance protocol.

Late Arrival

Students who arrive after 11:30 a.m. will be marked absent for the day and may not be permitted to attend class without a doctor’s note.

Truancy (Georgia Compulsory Attendance Law)

Georgia law requires students to attend school regularly to ensure they don’t fall behind. If a student misses five days of unexcused absences in a school year, parents or guardians may be in violation of O.C.G.A. § 20-2-690.1(b). A student with more than five (5) unexcused absences may be considered truant. Drew will notify parents or guardians when a student reaches five unexcused absences and may take additional actions consistent with state law.

The law states: “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."

Ladder of Interventions — Unexcused Absences and Unexcused Tardies

Drew Charter School uses a graduated "ladder of interventions" to address unexcused absences and tardies and to provide supports for improved attendance. Families should ensure the school has current contact information in Infinite Campus, as notices may be sent to the email/address on file. Following each full day of unexcused absence or each unexcused tardy, families may receive robocall and automated email notifications (families must be registered in the Infinite Campus Parent Portal to receive certain notifications). Residency verification documents may be requested as part of attendance interventions.

UNEXCUSED ABSENCES

- After 3 unexcused absences: The counselor contacts the parent/guardian by email, phone, or in person to review the absence policy; the school documents the contact.
- After 5 unexcused absences: The attendance specialist sends an email and/or letter notice reminding the family of the absence policy and may intervene to provide support.
- After 8 unexcused absences: A referral is made to Administrative Staff to schedule a meeting with the parent/guardian and student (in person or via Zoom). The student may be placed on an Attendance Intervention Plan to improve attendance.
- After 10 unexcused absences: A referral is made to the School Social Worker. The Social Worker sends an Intent to File Letter via certified mail to meet with the parent/guardian and intervene and/or set parameters related to continued enrollment.
- 10 consecutive unexcused absences: A student may be withdrawn if they accumulate ten (10) consecutive unexcused absences.

UNEXCUSED TARDIES

- After 5 unexcused tardies: The counselor contacts the parent/guardian (email, phone, or in person) and documents the contact.
- After 10 unexcused tardies: The attendance specialist sends an email and/or letter notice and may intervene to provide support as needed.
- After 15 unexcused tardies: A referral is made to the Administrative Staff and the School Social Worker. Parent/guardian and/or the student must attend a mandatory meeting (in person or via Zoom). A committee develops a progressive intervention plan with the family to prevent additional tardies (which may include monitoring,

counseling, mentoring, and additional family support services). A due process model may be implemented for continued/repeated tardiness. Repeated tardiness may jeopardize the student's continued enrollment at Drew Charter School.

ACADEMY-SPECIFIC (AT THE 10-UNEXCUSED-ABSENCE STAGE)

Elementary Academy: the School Social Worker may also refer the case to the Department of Family and Children Services (DFACS).

Junior / Senior Academy: the School Social Worker may also refer the case to Juvenile Court.

Junior/Senior Academy — Make-up Work

Students are responsible for all work missed when absent from school. Immediately upon returning to school, the student must arrange with their teacher to make up all work (assignments, tests, projects, etc.). All late work will be due as follows:

- 9th and 10th grade classes and Level 1 & 2 Pathway classes: 2 weeks after the initial due date.
- 11th and 12th grade classes and Level 3 & 4 Pathway classes: 1 week after the initial due date.

A grade of 50 will be entered immediately for missing assignments, and a comment will accompany the grade indicating that it is missing. Points will not be deducted from students who turn in work late. For extended absences, the student and/or family should contact teachers to establish a timeframe for submitting missed assignments.

Absences During Final Exams

The final exam schedule is included in each Academy's calendar and will be communicated through various channels. Please make every effort to avoid scheduling absences during these assessments. Students who miss final exams for the "lawful" excuses described above will be eligible to take them at a later date. Requests to take final exams early or late will be granted only in very limited circumstances and after a written request is submitted to the principal at least two weeks before the exam.

Tardiness Policy

Drew Charter School expects students to arrive on time each day. Students who arrive after the start time are considered tardy and may be required to obtain a late pass before entering class. Only proof of medical or dental appointments will be considered for excused tardiness. (See Absence and Tardy Documentation — Schoolwide

Requirements, above, for the three-day submission window and campus email addresses.)

ACADEMY-SPECIFIC PROTOCOLS

Elementary Academy: Students arriving after the 8 a.m. report to the cafeteria to be marked tardy before entering the classroom.

Junior / Senior Academy: Students are encouraged to arrive during their designated arrival window; students arriving after 8:15 a.m. will be marked tardy.

Repeated failure to comply with the tardy policy may result in the student losing the privilege of attending Drew.

Early Dismissal — Schoolwide Policy

Drew Charter School operates on an extended day schedule, and attendance for the entire school day is expected. Early dismissals disrupt instruction and are strongly discouraged except for illness, emergencies, medical appointments that cannot be scheduled outside school hours, or with prior administrative approval. Families are encouraged to schedule appointments and personal commitments outside of school hours whenever possible. Early dismissals are recorded in Infinite Campus and converted to missed school days/absences.

REQUIRED CHECKOUT PROCEDURES

Students may not leave campus unless they are checked out at the main office or front desk. Students should be checked out by a parent, guardian, or an authorized adult listed on the student's Early Dismissal Verification Form (or the equivalent school authorization form). Anyone checking out a student is required to show a valid photo ID. For everyone's safety, students are not allowed to leave the building or approach any vehicle until they have been properly checked out.

DOCUMENTATION AND REQUESTS

Families should communicate early dismissal requests directly with their Academy and follow all front office procedures. The school monitors the frequency of early dismissals and may take appropriate action in cases of excessive early check-outs, tardiness, or absences, consistent with district/state guidelines.

STUDENTS WITH 504 PLANS AND IEPs

Students with 504 Plans and IEPs are expected to follow Drew's attendance and early dismissal procedures. A 504 Plan or IEP does not automatically excuse an absence,

tardiness, or early dismissal. Families must continue to report attendance-related matters and provide required documentation. Contact the MTSS/504 Coordinator or the Special Education Lead Teacher for questions about individual accommodations.

GENERAL RULES ACROSS ACADEMIES

- **Advance notice:** Families should submit a written early-dismissal request to the main office on the morning of dismissal or as early as possible.
- **Checkout:** A parent, guardian, or authorized adult must complete the checkout process at the front desk and present valid photo identification.
- **Car-rider traffic:** Students may not be checked out early solely to avoid dismissal traffic.
- **Students age 16 or older:** A Junior or Senior Academy student who is at least 16 years old may be dismissed without a parent or guardian present only when the main office has received a written parent/guardian request that includes the reason for dismissal, departure time, transportation plan, and a working telephone number. The request must be submitted by 8:00 a.m. or upon the student's arrival. If the parent or guardian cannot be reached for verification, the student will not be released.
- **Interventions:** The schoolwide early-dismissal intervention process applies across all academies.

Late Pick Up — Schoolwide Policy

For everyone's safety and to ensure proper supervision, please pick up your child promptly at the end of the school day or immediately after any extracurricular activities. When students stay beyond the designated pick-up times, it can put their safety at risk and create extra challenges for school staff in providing supervision. Failure to comply may result in consequences, including loss of after-school privileges, late fees (if applicable), the need to pick up the student immediately at dismissal each day, or a referral to the Department of Children and Family Services. Exact pick-up windows and late fees for each campus appear in Part XII (Elementary Academy) and Part XIII (Junior Academy Daily Operations).

Extracurricular Activities

Students participating in extracurricular activities such as clubs, athletics, rehearsals, performances, or events must be picked up within 15 minutes after the activity ends, unless the school provides written instructions for a different arrangement. To ensure

safety and security, coaches will remain with students until they are picked up. Outside of school hours, students are not allowed to wait indoors with security staff.

Part VI — Student Learning and Support Services

Parent and Student Resources

Drew Charter School provides a comprehensive range of supports to remove barriers to learning and ensure students have access to health, wellness, academic, and social-emotional services through a whole child approach. The resources below apply across Drew’s academies, with academy-specific contact points noted where they differ.

Homeless Children and Youth (McKinney-Vento)

The McKinney-Vento Education for Homeless Children and Youth Program ensures educational rights and stability for students without a fixed, regular, and adequate nighttime residence (including students who are temporarily sharing housing with friends or relatives because of loss of housing, economic hardship, or a similar reason; those living in shelters, motels, cars, or other temporary settings; or living without a parent or guardian while experiencing housing instability). Eligible students may enroll immediately—even without typical documents—and may access transportation, meals, and other services available to all students.

For assistance and questions contact your school’s Student Support Team who also serve as Drew’s Homeless Liaisons:

- Elementary Academy – Ms. Emmanuella Arnaudcarr, Emmanuella.Arnaudcarr@drewcharterschool.org
- Junior / Senior Academy – Mr. Akil Rashid, akil.rashid@drewcharterschool.org

Home Schooling Attendance Reporting

Parents or guardians who set up or maintain a home school program are required to complete and submit a Declaration of Intent to the Georgia Department of Education each year. For additional details or to access the online form, contact the GaDOE at 404-656-3083 or visit the GaDOE home school webpage. Please note that parents who elect to home school their children forfeit their enrollment once their student transitions to the home school setting.

Hospital/Homebound (HHB)

Hospital/Homebound (HHB) instruction ensures students stay connected to their education, even when they can’t attend school in person due to health reasons. It offers a smooth continuation of learning at home or in healthcare settings for a temporary period.

Additionally, HHB can support students with health issues that make regular attendance difficult. Students need to be enrolled at Drew to access these services. Contact your academy's School Support Team (SST) or Response to Intervention (RTI) Specialist.

School Counselors

School counselors create a secure, supportive space for students. Students do not need parental permission to meet with the counselor or to participate in classroom guidance activities. Counselors assist with problem-solving, decision-making, and goal setting. They do not substitute for private therapists and are not equipped to provide long-term therapy. Referrals can be made by parents/guardians, teachers, or students.

Junior & Senior Academies: In addition to social-emotional supports, middle and high school counselors offer students advice and guidance on career pathways.

- Director of Counseling & Wellness: Miriam Denard,
Miriam.Denard@drewcharterschool.org

School Social Workers

Drew's school social workers play a vital role as caring liaisons and advocates for students. They work closely with students, families, administrators, teachers, and community partners to identify concerns early on and provide supportive interventions that help students and families thrive. These dedicated social workers might help address challenges such as frequent absences or personal and social issues that may affect a student's ability to succeed in school.

- Elementary Academy: Emmanuella Arnaudcarr,
Emmanuella.Arnaudcarr@drewcharterschool.org
- Junior/Senior Academy: Mr. Akil Rashid, Akil.Rashid@drewcharterschool.org

Multi-Tiered System of Supports/504 Coordinators

The MTSS/504 team creates personalized plans that nurture each student's educational journey and social-emotional growth. They work closely with teachers and families to find solutions together and connect students with helpful service providers. The goal of the MTSS team is to provide support to help students reach their potential, provide social emotional guidance via individualized plans, encourage regular attendance, and strengthen family engagement. (See Appendix C for 504 Procedural Safeguards)

- Elementary Academy: Devan Watson-Hicks,
Devan.Watson@drewcharterschool.org

- Junior/Senior Academy: Daveta Thomas, Daveta.Thomas@drewcharterschool.org

Special Education

The Special Education teams are led by a Special Education Lead Teacher at both campuses. Drew follows all district, state, and federal Special Education requirements and has a thriving and highly effective Special Education program. Drew prides itself on being an inclusive school and providing tailored and individualized supports for students that qualify for an Individualized Education Program. In addition, students receive related services such as Speech Therapy, Occupational Therapy, and Physical Therapy from Atlanta Public Schools service providers.

- Elementary Academy: James Holmes, James.Holmes@drewcharterschool.org
- Junior/Senior Academy: Chinnetta Buford Duffie, Chinnetta.BufordDuffie@drewcharterschool.org

Child Find (Special Education Identification and Referral)

Child Find is a service to help identify, locate, and evaluate children who may have a disability or developmental delay. Our goal is to provide free, appropriate special education services to support their growth. All referrals are kept confidential, and services are free. If you think your child might have a disability, contact your child's teacher, principal, a Student Support Team (SST) or RTI Specialist. Parents and guardians always have the right to decline services and are protected by procedural safeguards under federal and state laws.

Part VII — Student Health, Nutrition, and Wellness

School Nutrition Program

Drew's School Nutrition staff provide breakfast and lunch daily for students at a cost. Drew participates in the USDA National School Breakfast and Lunch Programs, and families may apply to receive Free or Reduced-Price meal benefits each year; the application process is confidential and can be completed online at MyMealtimeApps.com. Families who do not qualify for these benefits will be charged the full price for meals served to their students.

Cafeteria Procedures

Students eat meals in the cafeteria or other designated areas at their respective campus. Families who choose not to take advantage of the School Nutrition Program can send their student to school with a packed lunch. Food delivery is not permitted.

PACKED LUNCH GUIDANCE

Pack lunches that can be stored safely (in a locker or with the student, as applicable). Refrigeration is not provided. Elementary Academy students must bring food that is ready to eat. For safety and supervision, students may not heat food or ask school staff or other adults to heat it for them. Avoid sending carbonated beverages, candy, and oversized “party-style” snack/drink items.

DROPPING OFF LUNCH FOR A STUDENT

To limit interruptions to learning: bring the lunch before the student's scheduled lunch period; pack and label the lunch in a closed container (lunchbox/bag); bring lunch only for students for whom you are an approved guardian/contact. Lunches must be placed in the designated lunch drop-off area/cubby. Students will not be called from class to retrieve lunches. Lunch that arrives after the designated lunch period will remain in the drop-off area/cubby until the end of the school day.

FOOD DELIVERY AND SALES RESTRICTIONS

Food deliveries are not permitted (including delivery services such as Uber Eats and DoorDash). If food is delivered, it may be confiscated and discarded, and disciplinary action may apply. Parents, guardians, and students cannot sell food on campus before, during, or after school. Violations of these rules can jeopardize Drew's ability to participate in the National School Breakfast & Lunch Programs.

ACCOUNTS, BILLING, AND QUESTIONS

All students who plan to eat school meals must create an account at MyMealtime.com. School meals are not free for students; families who do not qualify for free or reduced-price benefits will be billed for meals their student receives. Free & Reduced Meal Applications must be completed annually to keep this benefit. Families should visit the Drew Dining webpage for menus, pricing, and program updates. Questions about meals, charges, or nutrition services: nutrition@drewcharterschool.org. For technical support related to the online meal accounts or payments contact Mealtime support at 800-755-0904.

ACADEMY-SPECIFIC: JUNIOR / SENIOR ACADEMY

Junior and Senior Academy students may choose to eat lunch outdoors in designated areas, provided they follow campus procedures and student expectations.

Student Health Services

Drew cares for students every day by providing school-based nursing services. Our dedicated school nurses help keep students healthy through assessments, interventions, and managing health concerns. These services support student well-being but don't replace care from a student's primary doctor or clinic. Nursing support may be provided by an RN or an LPN, depending on staffing levels at each campus. All nurses follow the same important protocols: documenting medication administration, storing and dispensing medication through the clinic, and contacting families when a student needs to go home.

Nursing support may include: basic emergency and first aid care; assistance in responding to health concerns identified at school; monitoring of immunization records; and administering approved medications when the required paperwork is on file.

Medication at School

To protect student safety, students may not bring medication to self-administer or to distribute to others (including over-the-counter items like Midol or Tylenol). All medication administered during the school day must be in the original container and accompanied by the required parent/guardian authorization form (available from the Nurse's Office). Some forms may also require a physician's signature depending on the medication and circumstances. Controlled substances: A parent or guardian must deliver prescription medications classified as controlled substances directly to the Nurse's Office. All medications are stored and dispensed through the nurse's office/clinic in accordance with the authorization/medical documentation on file.

Students found to have prescription or over the counter medicine on their person or in their backpack, lunchbag, etc. are subject to consequences found in the APS Code of Conduct. (See Appendix J)

Sick Call and When Students Should Stay Home

After assessment, if the nurse determines a student should not remain at school, a parent/guardian or emergency contact will be notified for pickup. Families should notify the nurse's office when there is a change in a student's health status and/or emergency contact information. Students should not return to school until they are fever-free and/or vomit-free for 24 hours.

Chronic Conditions, Emergency Care Needs, and Accommodations

Parents and guardians are encouraged to notify the school in writing if a student has a chronic illness, disability, or health condition that may require special or emergency care at school. Our nurse and staff will work closely with families to ensure everyone has the important information needed to support the student safely and effectively.

Contagious Illness

If a student is identified as possibly having a contagious illness, Drew follows applicable infectious disease reporting and response protocols, including recommendations from the Fulton County Health Department.

Part VIII — Social Emotional Learning, Cell Phone/PED Policy, Student Conduct and Supportive Discipline

Drew's Emphasis on Social Emotional Learning

Drew Charter School intentionally teaches and reinforces behavioral and social skills through Social Emotional Learning (SEL) instruction and aligned practices at every grade level. Across our campuses, we emphasize relationship-building and strong classroom and school communities, and we recognize students regularly for positive growth. We incorporate restorative practices, mindfulness, and Advisory systems throughout the school day, using coaching, goal-setting, incentives, and structured reflection routines to help students develop decision-making, autonomy, and accountability as they mature. We prioritize proactive, intervention-based responses over punitive ones—particularly when behavior is new or best addressed through discussion, coaching, and reflection—while maintaining consistent consequences aligned to grade-level expectations and readiness.

When disruptive behavior results in removal from the classroom community, we work to minimize time away from class and support students in re-entering successfully. Counselors, SEL support staff, Mindful Nest staff (where applicable), and administrators partner with teachers and families to provide support, facilitate reflection, and help students repair harm and rebuild relationships.

Cell Phones and Personal Electronic Devices (PEDs)

Drew's expectations for cell phones and other personal electronic devices (PEDs)—including smartwatches, earbuds or headphones, smart glasses, and other wearable technology with camera, recording, communication, display, or artificial-intelligence capabilities—are designed to protect instructional time, promote student safety, and maintain a focused learning environment.

Starting in SY 2026–2027, Drew's K–12 procedures align with Georgia's Distraction-Free Education Act (Appendix H), which became law in July 2026 and requires bell-to-bell restrictions on student access to personal communication devices during the school day. Limited exceptions may apply for documented medical needs or an IEP/504 plan. PEDs brought to school are the student's responsibility. Devices may be confiscated if expectations are not met, and progressive discipline may be applied.

ELEMENTARY ACADEMY

Students may not access or use PEDs during the school day (from first bell to dismissal). Grades K–5: Students must turn in cell phones and smart watches at the beginning of the day to be secured in homeroom storage and returned at dismissal.

Progressive consequences (prohibited phone/PED use): 1st violation — verbal warning. 2nd violation — device confiscated; returned only to a parent/guardian following a conference. 3rd violation — device confiscated; student loses the privilege to possess a device on campus for one semester. 4th+ violation — device confiscated; student loses the privilege to possess a device on campus for one calendar year.

JUNIOR ACADEMY

Students may not access or use PEDs during the school day, including in class, hallways, lunch, transitions, assemblies, or restroom breaks. Storage requirement: Students must secure phones/PEDs at the start of the day using the academy’s designated process (e.g., teacher-directed phone lockers/pouches or other assigned storage) and may retrieve devices only at dismissal, unless an administrator approves an exception for a verified need. Earbuds/headphones must remain put away during the school day unless specifically authorized for a documented accommodation. Violations/refusal: Devices may be confiscated and consequences applied. Repeated violations may require parent/guardian pickup and/or result in loss of the privilege to bring a device to school.

SENIOR ACADEMY

Georgia’s K–8 “bell-to-bell” law is in effect this school year. The State of Georgia will address high school requirements separately next year. For the 2026–2027 school year, the Senior Academy will continue to uphold Drew’s current classroom expectations. During class, students must place cell phones in the designated classroom phone locker at the start of each period (including Advisory); phones may be used only when a teacher explicitly directs device use for instruction. Earbuds/headphones must be removed upon entering the classroom and kept put away during instruction and schoolwide learning events. Students may not retrieve phones during class, including restroom breaks. Refusal/repeated violations: Devices may be confiscated; repeated incidents may require parent/guardian pickup and may result in loss of device privileges. Serious misuse of a phone/PED in connection with a rule violation may result in loss of the privilege to possess a device on school property for an extended period.

Student Code of Conduct

Trust is critical to the culture of Drew Charter School. Traditional discipline models often rely on rigid rules and consequences based on the assumption that students cannot make good decisions without strict external control; Drew takes a different approach: we believe students become stronger decision-makers when they are given appropriate freedom, trust, and support—paired with clear expectations and consistent accountability. Our goal is to maintain the balance of structure and autonomy students need to learn, thrive, and grow and engage students in restorative practices as the foundation of their relationship building skills, conflict resolution, and understanding how their actions impact others.

To promote positive decision-making, Drew uses proactive strategies such as restorative practices, individual goal-setting, recognition, and self-reflection. Whenever possible, staff utilize these strategies through systems and routines such as Advisory, one-on-one conferences, incentives and shout-outs, student self-assessments, and developmentally appropriate rewards and recognition.

It is equally important that the school has a clear and consistent approach when student choices harm or hinder their own learning, the learning of others, or the safety and well-being of the school community. Whenever possible, staff will engage students in analysis and reflection to understand why a behavior is harmful or inappropriate and to reinforce better choices moving forward. Drew also uses restorative practices to repair harm and relationships when conflict occurs.

In some circumstances, reflection and restorative approaches alone are insufficient to deter repeated or serious misbehavior. In those cases, Drew implements a clear and consistent system of consequences to address inappropriate or harmful behavior and to protect the learning environment. The consequences in the Atlanta Public Schools Code of Conduct (Appendix J) serve as general guidelines, and the administration reserves the authority to apply consequences deemed most appropriate based on the severity, duration, and frequency of the behavior(s), consistent with school policy and applicable district and state guidance.

Progressive Discipline

Drew Charter School follows the Atlanta Public Schools (APS) Student Handbook and Student Code of Conduct (Appendix J) when responding to student misconduct. APS uses progressive discipline to help students correct behavior, strengthen decision-making, and remain successful members of the school community. Disciplinary responses are based on the seriousness of the conduct, its effect on the learning environment, the

student's age and grade level, prior disciplinary history, and other relevant circumstances. The Code of Conduct also focuses on restorative practices as a tenet for infractions as well as intervention and support for student behavior.

Whenever appropriate, Drew may use interventions and supports alongside disciplinary consequences including: Student Support Team/Special Education team supports; behavior interventions; restorative practices; school counselor or social worker referrals; behavior/attendance/academic agreements, programs available through our community wellness/mental health partners, parent/guardian conferences, and behavior agreements.

Repeated, serious, violent, threatening, or substantially disruptive conduct may result in increased and progressive consequences under the APS Student Code of Conduct. Families will be asked to participate in a conference and collaborate with the school on a plan to address recurring disruptive or undesired behavior.

Families as Partners

Drew Charter School believes that positive student behavior and a strong school culture are best sustained through a shared commitment among students, families, and staff. Families are essential partners in reinforcing expectations, supporting student growth, and addressing concerns early. We encourage families to maintain regular communication with teachers and school leaders, review and discuss the APS Code of Conduct with their child and collaborate with the school when behavioral concerns arise. When conflict occurs, Drew's goal is to respond in ways that support learning, strengthen relationships, and help students build the skills to make better choices moving forward.

SUSPENSIONS AND DISCIPLINARY HEARINGS

A student may be suspended for up to 10 consecutive school days in accordance with applicable procedures. When the school recommends a consequence exceeding 10 days—such as long-term suspension, alternative-school assignment, expulsion, or permanent expulsion—the matter is referred to an APS Student Disciplinary Hearing Officer. Before any disciplinary hearing, families receive notice of the alleged violation, including a description of the conduct, the possible maximum consequence, and the hearing details. During the hearing, students and parents/guardians have the right to present evidence and witnesses, question witnesses, and obtain legal representation at their own expense. Any resulting decision may be appealed according to the timelines and procedures outlined in the APS Student Handbook and Student Code of Conduct.

JUNIOR AND SENIOR ACADEMIES STUDENT GRIEVANCE PROCEDURE

It's important for all members of our community, students, staff, and parents/guardians, to follow our shared norms. If a student feels a norm has been broken, we want to make sure they know how to handle the situation kindly and appropriately.

When a student believes a norm has been violated, they can consider taking these gentle steps: wait until they're feeling calm before respectfully talking privately with the other person about the concern, outside of class time; or write a respectful letter, note, or email to share their concerns.

If the issue isn't resolved after trying these steps, the student should feel comfortable reaching out to a staff member in the following order: 1. Advisor, 2. Grade-Level Counselor, 3. Dean of Students, 4. Principal, 5. Head of Schools.

Bullying and Harassment

Drew Charter School follows the Atlanta Public Schools (APS) bullying and harassment policy and the related provisions of the APS Student Code of Conduct.

Bullying, harassment, cyberbullying, intimidation, and retaliation are prohibited across Drew's campuses, at school-sponsored activities, through school technology, and in off-campus or online settings when the conduct disrupts the school environment or affects the safety or well-being of students or staff. Students, families, staff, and volunteers should promptly report suspected bullying or retaliation to a school administrator or other appropriate staff member.

CYBERBULLYING/ELECTRONIC BULLYING

Bullying can happen anywhere—on school grounds, through school technology, or via electronic communications. Whether it starts on school property or through digital means, if the communication is targeted at students or staff with harmful intent—such as threatening safety or causing significant disruption—it's treated as a form of cyberbullying. This includes situations that cause genuine fear or are likely to succeed in causing harm to people or property.

In compliance with GA HB351, Social Media sites are blocked from student access on Drew's network with very few exceptions for isolated instructional use.

Bullying may include intentional written, verbal, physical, or electronic conduct that threatens, intimidates, harms, humiliates, excludes, or substantially interferes with a student's education or the orderly operation of the school. Examples may include threats, taunting, physical attacks, spreading harmful rumors, social exclusion, stalking, property

damage, theft, abusive messages, and posting embarrassing or threatening content online.

Students, families, staff, volunteers, and other members of the school community should report suspected bullying or retaliation promptly. Parents/guardians of students who are victims of bullying or who have committed bullying behaviors will be contacted via phone, email or postal mail.

Rest assured, no one who reports bullying will face retaliation from school staff. However, students who retaliate against others for reporting bullying may face disciplinary actions.

Disciplinary and supportive responses will be determined in accordance with the APS Student Code of Conduct, taking into account the seriousness of the conduct, its effect on the school community, the student's age and grade level, prior behavior, and other relevant circumstances. Responses may include restorative practices, counseling, student-support interventions, and disciplinary consequences.

For the complete policy, definitions, reporting procedures, and possible disciplinary consequences, families should review the current APS Student Code of Conduct.

School Pranks, Trespassing, and Damage to Property

Drew follows the APS Student Code of Conduct when addressing school pranks, trespassing, unauthorized entry, and damage to school or private property. Students are expected to respect Drew's facilities, equipment, technology, and the property of others. Conduct described as a prank may still result in disciplinary action when it causes damage, creates a safety risk, disrupts school operations, or violates another provision of the Code of Conduct.

Students may not enter or remain on school property without authorization or occupy areas of the building outside their assigned schedule without staff approval. Students serving an out-of-school suspension may not enter Drew's campuses unless specifically authorized by an administrator or designee. APS classifies trespassing and unauthorized-area violations as disciplinary offenses, with consequences that may increase based on the seriousness or repetition of the behavior.

Students may not damage or attempt to damage school property or the private property of another person. Depending on the circumstances, responses may include restorative action, repair or restitution, loss of privileges, suspension, referral to a student disciplinary hearing, and other consequences authorized under the APS Student Code of

Conduct. Law enforcement may be contacted when conduct may constitute a criminal offense or presents a safety concern.

Where the Code of Conduct Applies

These expectations apply to conduct: on Drew or other school property; at school-sponsored functions, activities, and events; on school buses or other vehicles used for school activities; involving vehicles or personal belongings located on school property; through school technology resources; off campus when the conduct directly affects school safety, student welfare, or the orderly operation of the school; and while a student is traveling home from school, when applicable under APS procedures.

School technology resources include school-managed devices, networks, messaging systems, websites, and related hardware or software used to access, create, store, or share educational or administrative information.

For complete definitions, disciplinary response levels, and due-process information, families should review the current APS Student Code of Conduct.

Search, Seizure, and Security Screening

Principals and Dean of Students have the responsibility and authority to question students for the purpose of maintaining a safe and orderly school environment. Although it is important to inform parents about concerns, parental consent and notification are not required before questioning students. 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. School officials may also confiscate or seize any item a student brings onto campus or is otherwise in the student's possession on campus if such item is in violation of school policy or rules (see Confiscated Property).

At some point, Junior and Senior Academy students may be subject to a random security screening. Existing APS administrative regulation JCDAF-R(1) states that "Student vehicles... bookbags, school lockers, purses, bags and other school property are subject to inspection and search by school authorities at any time without further notice to parents/guardians." The randomized screening process at Drew aligns with these APS regulations but is not more stringent than their existing screening policy.

Randomized metal detection allows us to increase the psychology of safety for students and staff while deterring bad actors from bringing contraband and weapons to school. Not knowing when and where the screening will occur also removes bias by not relying

on “reasonable suspicion” to activate a search process. For information on Random Security Screening, please visit the school Safety & Security page.

STUDENTS WITH DISABILITIES

Students with disabilities are subject to school behavior expectations while retaining all protections provided by the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and applicable state and federal law. When required, the student’s IEP or Section 504 team will review whether the conduct was related to the student’s disability and determine any necessary services, supports, or placement changes.

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 mandatory transfer cases, the Head of School at Drew Charter School will work with the family to find the best solution.

For complete offense definitions, disciplinary responses, hearing procedures, appeal rights, and protections for students with disabilities, families should review the current APS Student Code of Conduct online.

Student Dress Code and Uniform Policy

Drew Charter School maintains a uniform and dress code to promote a safe, focused, and respectful learning environment. Students are expected to be in full uniform daily, and uniforms must be neat and clean. Families should ensure students practice good hygiene and arrive prepared to learn.

If a student is out of uniform, the school may require the student to secure appropriate attire before attending class, and parents/guardians may be contacted to bring needed items. Administrators reserve the right to require the removal of clothing or accessories that are out of compliance or inappropriate. Uniform items may be purchased through the School’s approved uniform vendor. If your family needs uniform assistance, please contact your academy administrator/Dean of Students.

ELEMENTARY ACADEMY (GRADES PRE-K – 5)

Tops: Hunter green knit polo-style shirt (collar required, sleeves required, only the school logo/insignia allowed, only solid colors accepted); Drew spirit wear (T-shirts,

sweatshirts) may be permitted as designated by the school; Hunter green knit polo dresses; Sweaters must be hunter green, white, or khaki.

Bottoms: Khaki pants; Khaki shorts (not to exceed 1 inch above the knee); Khaki jumpers and khaki skirts; Tan/beige khaki only.

Footwear: No open-toed shoes, no slides.

Accessories and Other: Belt as needed. Hats are not allowed. Head coverings are allowed only for religious or medical reasons (with proper documentation) inside the building. Sprayground backpacks are not allowed. Accessories should match the spirit of the uniform policy. Remove and store non-Drew outerwear during the school day unless it meets the academy's approved uniform/outerwear guidelines.

JUNIOR ACADEMY

Tops: Solid white or heather gray polo or Oxford shirt.

Bottoms: Solid khaki pants, skirts, or shorts (worn no more than three inches above the knee); items with belt loops must be worn with a neutral-colored belt.

Footwear: Any closed-toe, school-appropriate shoe; no slides, flip flops, sandals, Crocs, slippers, or open-back shoes.

Jackets/Outerwear: Solid-color jackets/hoodies only — black, forest green, white, tan, or heather gray; official Drew athletic pull-over/zip-up jackets (as part of sport participation) are permitted; shirt collar must remain visible at all times; jackets with hoods are strongly discouraged, and hoods may not be worn up inside the building. Hair: Hair and facial hair must be neatly groomed with respect to cultural norms.

SENIOR ACADEMY

Drew Senior Academy maintains a more formal uniform standard to reflect professional dress expectations.

Shirts: Solid white button-down shirt with sleeves (straight-cut or tucked-in); official Drew Senior Academy necktie or cross-tie required Monday–Thursday; solid black polo (Fridays only).

Pants and Skirts: Solid khaki pants or shorts worn no more than three inches above the knee (cargo pants/shorts are not allowed; items with belt loops must be worn with a neutral-colored belt); solid khaki or official Drew plaid skirts worn no more than three inches above the knee; tights may be worn with skirts (solid white, black, brown, gray, or navy).

Footwear: Any closed-toe, school-appropriate shoe; no slides, flip flops, sandals, Crocs, Yeezy Foam Runners, Ugg slippers, or open-back shoes.

Jackets/Sweaters/Blazer: Students are encouraged to wear the official Senior Academy blazer on designated days and may be required to wear it for specific events. Permitted outerwear includes approved Flynn O'Hara uniform outerwear (sweaters/vest/fleece); official Drew letterman jackets (Creative Keystrokes); official Drew athletic zip-up jackets (sport participation); solid forest green, white, or black sweaters/sweatshirts/hoodies (as permitted). Official Drew outerwear is permitted only if shirt collar and tie remain visible. Non-approved outerwear must be removed upon entering the building.

Head Coverings and Dress Standards: Head coverings are permitted only for religious reasons inside the building; Senior Academy administration must be notified in advance. Clothing must fully cover underwear/lingerie and should not expose cleavage, shoulders, midriffs, backs, or hips.

Uniform Schedule

Monday: Blazer Day (blazer, button-down, tie, khaki bottoms). Tuesday–Thursday: Regular Uniform Days (button-down, tie, khaki bottoms). Friday: Polo Day (black polo or button-down/tie with khaki bottoms).

Dress-Down Days

Dress down passes may be issued as rewards/incentives; jeans/cargo/other appropriate pants may be worn if they do not have holes/rips above the knee; sneakers permitted, flip-flops/slides/Crocs are not permitted on jeans-pass days; spirit/team clothing may be permitted on designated days with approval; organization/club shirts may not replace required uniform components unless explicitly approved.

Student Lockers & Personal Belongings

To keep hallways and classrooms safe, organized, and focused on learning, Junior and Senior Academy students must use their lockers to store personal items.

- **Backpacks:** All bookbags/backpacks must be placed in lockers each day. Backpacks are not permitted in classrooms and should not be carried in the building during the instructional day.
- **School property:** Lockers are school property and remain under school control.
- **Inspections:** The school may inspect lockers at any time for safety and school purposes, with or without notice.

- Student responsibility: Students are responsible for the contents of their locker and may be charged for damage to the locker. (For safety, do not store aerosol containers in lockers.)
- Do not share combinations: Students should never share locker combinations.
- No permanent decorations: Do not use stickers, paint, or markers (or other permanent materials) on lockers.

Part IX — School Safety, Visitor Policy, Emergency Protocols

School Safety

The safety and well-being of our students, staff, and community at Drew Charter School is our highest priority. We are committed to fostering a secure environment that supports learning. Please visit our Campus Safety page for more information about our whole-school approach.

Emergency Protocols and School Safety Drills

Drew has a comprehensive Emergency Action Plan for each Academy that is reviewed and updated annually. During the year, as required, a variety of drills are conducted with students and staff. These include building evacuation, earthquakes, severe weather and lockdown drills. Students are expected to follow all instructions and adhere to proper protocols during drills and emergencies. Our staff is dedicated to guiding students in ways that suit each grade level and ability to ensure everyone is prepared and stays safe.

Visitors on campus must participate in drills and follow staff instructions. Some drills will prevent building entry temporarily. Early pick up, phone calls and other school services may be interrupted temporarily while drills are conducted.

In the event of any real emergencies, the school will communicate directly with families in a variety of ways including official Drew social media sites, email and text. Please keep your contact information in Infinite Campus up-to-date as this is the primary contact information used by the school.

Inclement Weather Protocol

In the event of inclement weather, Drew will communicate directly with families in a variety of ways including official Drew social media sites, email and text. Please keep your contact information in Infinite Campus up-to-date as this is the primary contact information used by the school.

School Visitors / Access

Drew welcomes parents, guardians, and guests to visit our campuses for scheduled school events, appointments, and approved volunteer hours. To ensure the safety and security of students and staff, all visitors must only enter through the main entrance on

each campus and check in at the front desk before exploring our community. We appreciate your cooperation in not going directly to classrooms, hallways, cafeterias, playgrounds, or other areas without proper authorization.

Visitor access is designed to minimize interruptions to instruction. Classroom visits, drop-ins, conferences, school-related activities, and volunteer work must be scheduled in advance and are subject to school direction based on instructional needs and student safety. All visitors must remain within authorized areas and follow all escort and check-out procedures.

PERMITTED VISITORS DURING SCHOOL HOURS

- The parent/guardian of a current student
- Designated family members conducting school business at the request of a parent/guardian
- Individuals invited by Drew to conduct official school business (e.g., approved volunteers, community partners, vendors, presenters)

VISITOR SCREENING AND BADGES

All visitors, including former students, are screened through Drew's Visitor Management System to ensure everyone's safety and smooth entry. Visitors are required to show a government-issued photo ID (preferably a driver's license), scan their ID or enter their information into the System, and if authorized, wear the printed visitor badge for the entire visit.

Visitors are screened against national criminal databases. A possible match may require manual review, which can delay entry or result in denied access. Drew reserves the right to deny entry to any individual who cannot establish identity or meet visitor requirements.

Appointments, Conferences, and School Business

To help visits run smoothly and protect instructional time, please schedule appointments in advance. Drop in and unscheduled requests to meet with teachers and administrators are not permitted. When scheduling, provide the name of the staff member you are visiting, your expected arrival time, and the purpose of your visit so the Front Desk assistant can confirm the appointment and assist you efficiently.

Check in upon arrival: All visitors must check in through the Visitor Management System and obtain a visitor badge. Meet your host: After check-in, the staff member you are visiting will be notified and will meet you. Remain escorted: Visitors must remain with an authorized staff member while on campus. Check out before leaving: At the end of your

visit, check out through the Visitor Management System and return your visitor badge to the Front Desk.

See Part III, Family Communication and Engagement, for how to request a parent–teacher conference or classroom observation.

Volunteers

Drew values the safety and security of its staff, students and volunteers. Therefore, guest presenters, room parents, tutors, guest speakers, and other volunteers must be registered and approved in advance before participating in any Drew-sponsored or on-campus activity.

VOLUNTEER CLEARANCE LEVELS

- Level 1: Activities involving no student interaction
- Level 2: Supervised interaction with students
- Level 3: Direct or unsupervised interaction with students, including tutoring and field trip or overnight chaperoning

All volunteers must complete Drew’s current registration and clearance process before serving. The current process begins with Level 2 clearance, with Level 3 clearance required for roles involving direct or unsupervised student contact.

Volunteer access is limited to approved dates, times, and duties. Volunteers must check in through the Visitor Management System and wear a visitor badge throughout their visit. See the Drew Volunteer Handbook and current volunteer clearance guide for complete requirements and procedures. To become a volunteer, email drewvolunteers@drewcharterschool.org and allow time for processing and approval.

Safety and Unauthorized Visitors

Adults and non-Drew Charter School students who are not wearing a visitor badge or otherwise identified as authorized guests will be directed to the front office to check in.

Anyone who is unable or unwilling to follow visitor procedures may be asked to leave campus. When needed, an administrator or School Resource Officer may assist.

Unauthorized entry or refusal to leave school property may be treated as trespassing and may result in law-enforcement involvement.

Special Events

For large public events held in the theater, gym, cafeteria, or other campus spaces, entry procedures may be adjusted to support efficient access and event security. Guests should use the designated external entrances when directed. Entry to the main building is not permitted unless you have special permission.

Lost and Found

To provide a consistent and efficient process across all academies, each campus maintains a designated Lost and Found area where students and families can look for misplaced belongings. Promptly checking for missing items and clearly labeling personal property will help the school return belongings more quickly.

- Clearly label coats, sweaters, lunch boxes, water bottles, backpacks, and other personal items with your student's first and last name.
- Students should check Lost and Found promptly during academy-approved times. Families may contact the front office for guidelines for retrieving lost items. Items will be held for up to 30 calendar days and may then be donated or discarded.
- Phones, keys, identification cards, wallets, medication, and other valuable or sensitive items should be turned in to the front office.

Drew is not responsible for personal belongings that are lost, stolen, or damaged.

PERSONAL BELONGINGS / LOST ITEMS (ELEMENTARY ACADEMY)

The Lost and Found area is located across from the cafeteria. Students should be directed by parents to look here for missing clothing, water bottles, jackets, etc. Items from the Lost and Found area are donated at the end of each month. Each class takes a large bag to recess labeled with the teacher's name to hold student belongings. Students should be encouraged to place their items in this bag at recess to minimize lost items.

PERSONAL BELONGINGS / LOST ITEMS (JUNIOR AND SENIOR ACADEMIES)

Each grade level has a designated crate in the hallway for misplaced items. Items not claimed by the end of each month may be donated or discarded. Coats, sweaters, and other removable clothing should be labeled with the student's name and placed in the main Junior Academy office when found.

Money and Other Valuables

To maintain a safe and focused learning space, students are encouraged to leave money, valuable personal belongings, and other valuables at home unless they are needed for a

specific school-related reason. Drew is not responsible for lost, stolen, or damaged valuables or money brought to school. Students are solely responsible for their personal belongings, and they will be held liable for any theft, damage, or misuse of someone else's property.

If money needs to be sent to the school, it should be in a sealed, clearly labeled envelope, and only the amount required should be sent. If additional funds are needed for any reason, Drew will notify families in advance. Students generally do not need to bring cash to school. The cafeteria does not accept cash, and students do not have access to vending machines. Cafeteria purchases are made through each student's MyMealTime account, which families can set up at www.MyMealTime.com.

Selling, Soliciting, and Trading

Selling items, soliciting funds, or conducting informal "business" on campus or during school events is discouraged. As a school food authority, Drew has restrictions on the items that can be sold or distributed on campus. Students may not distribute candy, sodas, or other items on campus without prior administrative approval. Unauthorized items may be confiscated, and the student may receive disciplinary consequences.

Part X — Student Activities, Academics, and Enrichment

Student Activities

Student activities are an important part of the Drew experience and help create a school culture where every student feels welcomed, valued, and connected. Through field trips, clubs, athletics, arts programs, performances, showcases, service, leadership development, and college and career exploration, students can discover their interests, build confidence, strengthen relationships, and develop skills beyond the classroom.

Drew is committed to making these opportunities accessible to all students. Through Drew CARES, community support helps reduce or eliminate many activity-related costs so students can participate fully, regardless of financial background. This approach strengthens belonging by helping ensure that every student can take part in the experiences that enrich school life.

Field Trips

Field Trips extend classroom learning by giving students across all academies opportunities to apply knowledge in real-world settings, explore new environments, and participate in experiences connected to Drew's academic program. All students are expected to follow school rules, safety procedures, and staff directions while participating in any school-sponsored trip.

UNIVERSAL FIELD TRIP PERMISSION FORM

Drew uses a Universal Field Trip Permission Form, which families may complete during enrollment or re-enrollment each year. Once signed, the form authorizes a student to participate in school-sponsored field trips that occur during the regular school day. Separate permission is still required for special day trips, overnight trips, or other travel outside the scope of the universal form.

Families will still receive timely digital notifications for scheduled trips. You may opt out of specific trips by notifying your school at least 24 hours in advance. Email, text, or verbal authorization is not accepted. Additionally, families must meet all deadlines for forms and trip requirements. To access and complete the Universal Field Trip form, please log in to your SchoolMint account.

Students may not leave school grounds for any trip without signed parent/guardian permission on file. Participating in field trips is a privilege, and students are expected to

follow the same behavior expectations that apply on campus. Misconduct on a field trip may result in the same disciplinary response as if the behavior occurred on campus and may lead to loss of eligibility for future trips and/or school activities.

Drew covers student activity fees for academic field trips, funded through Drew CARES. Drew CARES is designed to reduce financial barriers by helping fund student activities and experiences so all students can participate.

Students may also have opportunities for non-academic trips/events (e.g., celebrations or community-building experiences). In some cases, a small contribution may be requested to help defray the costs of these trips. When fees apply, families can make those payments via MyPayments Plus.

Occasionally, outside organizations may offer Drew students special travel or trip opportunities. Families will receive clear information through a designated Drew staff liaison. Because these opportunities are planned and managed independently, participation does not constitute endorsement by Drew Charter School.

Clubs, Organizations & Extracurricular Activities

Getting involved in school-sponsored activities is a wonderful opportunity for students to discover their talents, develop leadership abilities, earn recognition, and create lasting friendships. However, participation is a privilege, not a right, and students are encouraged to follow school rules and all guidelines set by their activity sponsors or coaches.

Clubs and activities meet on a scheduled basis to avoid conflicts with academic instruction. Sponsors/coaches of athletic teams, student clubs, and performing groups (e.g., band, choir, dance, theater) may establish behavior standards and consequences that are stricter than those for students generally. If a violation also breaches school rules, the Student Code of Conduct applies in addition to any organization-specific consequences.

ELIGIBILITY, ATTENDANCE, AND CONDUCT

Students must comply with schoolwide expectations for attendance and behavior to remain eligible to participate, including attending practices, rehearsals, and meetings consistently and communicating conflicts in advance. Students may be removed from an activity for repeated misconduct, safety concerns, or failure to meet expectations established by the sponsor/coach.

FEES AND ACCESS

Fees and expenses related to specific student activities like sports, enrichment and extracurricular activities are now covered by Drew CARES. The school does ask that students who are signed up for trips and other activities paid for by Drew CARES attend the event and if unable to attend, provide Drew staff with proper notice in order for another student to attend or adjustments to be made for planning purposes.

Enrichment, Clubs, Arts, and Athletics

Students across all grade levels have access to a wide variety of enrichment, club, arts, and athletic opportunities designed to extend learning beyond the classroom, build new skills, and help students explore their interests and talents.

Enrichment and Clubs

Enrichment offerings may include music (band, guitar, chorus, piano, orchestra, harp), dance, theater arts, visual arts, photography, film, engineering and design, robotics, coding and computer animation, STEAM lab activities, environmental science, esports, Spanish, physical education, reading and academic clubs, communications-focused clubs, and other opportunities that vary throughout the school year based on grade level and student interest.

In addition, students participate in schoolwide clubs on a recurring basis. Club offerings are based on student interest and provide opportunities to gain new skills, build relationships with trusted adults, develop friendships across grade levels, and engage in hands-on experiences beyond the regular curriculum.

Athletics

Athletics emphasize teamwork, commitment, and student development. Eligible students may participate in sports such as baseball, basketball, cross country, golf, soccer, softball, tennis, track & field, and cheerleading, along with other competitive experiences.

How to Find Activities and Get Involved

Families and students can stay informed about club, organization, and athletic opportunities by following school announcements, reviewing information boards posted around campus, and checking the school website for updated lists, tryout information, meeting times, and eligibility requirements. Activity-specific expectations, including

behavior standards, rehearsal/practice attendance, and event-day procedures are communicated directly by the staff, sponsor, or coach.

Homework

Homework is an extension of the learning that takes place during the school day and is designed to reinforce and enhance student understanding. Students are expected to complete assignments and meet the deadlines established by their teachers.

Homework may include independent reading, mathematics practice, studying, research, project-based assignments, and other activities that support classroom learning. Teachers may also provide additional practice and enrichment through online platforms, digital resources, and the school's learning management system.

Some courses and programs may require students to complete long-term projects or assignments outside of the school day. Information regarding homework expectations, timelines, and requirements will be communicated by the student's teacher.

Media on Campus

Journalists and media outlets may request interviews, photos/video, or access to campus to cover school events, student achievements, academic programs, and athletics. Drew welcomes coverage that highlights our students and school community, while maintaining a learning environment that is safe, orderly, and respectful of student privacy.

MEDIA COORDINATION AND APPROVAL

All media inquiries—including requests for interviews, photography, videography, and campus access—are coordinated through Drew's Communications Department. Students and staff should not give approval for interviews or grant media access on our campus. Review and approvals are managed by the Senior Director of Communications.

When media are on campus, they must follow the same visitor procedures required of all guests to protect student safety and preserve instructional time. Approved media must check in at the front office, present a government-issued photo ID, wear a visitor badge, and follow escort and access rules, including limited entry to instructional areas unless specifically authorized. The school may limit, delay, or deny media access when needed to maintain safety, minimize disruption, or support campus operations.

STUDENT PRIVACY AND MEDIA RELEASE

Families select their student's media-release preference during enrollment or re-enrollment. When a specific event, field trip, or outside organization requires separate media authorization, families will receive a form for that activity.

Drew's Communications Department and school leadership use student privacy permissions guidelines on file to direct photography, video, interviews, and other media activity, while providing appropriate supervision and minimizing disruption.

INTERVIEWS AND STUDENT PARTICIPATION

Students may participate in interviews or media features only when: the visit has been approved and scheduled through Communications; participation aligns with the student's media release permissions on file; and the school determines the activity is appropriate and does not disrupt learning. If you have questions about media coverage or your child's media release preference, contact the Communications Department at Communications@drewcharterschool.org.

Community Service Policy (Schoolwide)

OVERVIEW & PURPOSE

Community service is a core component of the educational experience at Drew Charter School. Aligned with Atlanta Public Schools (APS) service-learning standards, our community service program aims to instill a sense of civic responsibility, moral obligation, and active involvement in local communities.

Through planned service and reflection, students develop leadership and communication skills, expand their personal networks, and enhance their college and scholarship applications.

In addition to community service opportunities being embedded in Project-Based Learning, Student Government, Drew's mentoring programs, Beta Club, and other school sponsored groups and events, community service is one of Drew's graduation requirements.

GRADUATION REQUIREMENT & HONORS CORD

To align with Drew Charter School's standards for civic engagement:

- **Service Requirement:** All high school students must complete a total of **100 hours** of approved community service to fulfill graduation requirements.

- **Graduation Cord:** Students who go above and beyond by earning **150 hours** or more of community service by the designated senior deadline will be awarded a Community Service Honors Cord to wear at graduation.

SERVICE CRITERIA & GUIDELINES/QUALIFYING CRITERIA

To count toward your graduation requirement and honors recognition, service activities must meet the following criteria:

1. **Non-Profit / Public Benefit:** Activities must benefit a non-profit organization (501(c)(3)), governmental agency, or community entity. Exceptions include hospitals, nursing homes, and educational initiatives.
2. **Non-Proselytizing Service:** Service completed through religious organizations is allowed **only** if the activity is non-proselytizing (working in a food pantry, shelter, or community cleanup) and does not involve religious instruction or proselytizing.
3. **Non-Paid & Non-Graded:** Service cannot be tied to academic grades, course credit, or monetary compensation. (For example, participating in a band performance that counts toward a music class grade does not qualify).
4. **Service to Others:** Activities must directly benefit individuals or groups who cannot otherwise provide for themselves or serve the general public interest.
5. **No Self-Serving / Family Service:** Service cannot directly benefit the student or members of the student's immediate family.

Pre-Approved Examples of Community Service

- Participating in organized service projects through service clubs or community non-profits.
- Volunteering at hospitals, hospice facilities, or nursing homes.
- Direct community assistance for senior citizens or individuals with disabilities.
- Unpaid academic tutoring.
- Organizing or assisting with school-hosted community festivals or public events.
- Volunteering for political campaigns or civic advocacy groups.
- Outreach programs providing aid to low-income, sick, or needy individuals.
- Organizing or working at charitable events (5K runs, food drives, benefit marathons). *Note: Hour-for-hour credit is awarded based on active service time.*

Non-Qualifying Activities

- Service performed for family members or personal businesses.
- Chores, court-ordered community service, or paid internships.
- Attendance at religious services, proselytizing, or religious education instruction.
- In-class coursework or mandatory extra-curricular activities tied to a grade.

Hour Tracking & MobileServe Platform

Drew Charter School utilizes **MobileServe** to track, verify, and report all community service hours. MobileServe is completely **free** for all students.

How to Submit Hours:

1. **Log In:** Access your free student account via the MobileServe app (iOS/Android) or website (mobileserve.com).
2. **Log Service:** Enter the date, location, number of hours, and a brief description of your service activity.
3. **Verification:** Attach required verification for every entry (supervisor signature, email verification from the organization contact, or geo-location check-in).
4. **Approval:** Hours submitted via MobileServe will be reviewed by the school administration for final approval toward your 100-hour graduation requirement (and 150-hour honors threshold).

Note: It is suggested that hours be submitted within 30 days of completing the activity to ensure timely processing.

Part XI — Technology and AI Guidelines and Expectations

Parent/Guardian Technology Agreement

At Drew Charter School, we use various technologies to enhance our mission to teach skills, knowledge, and behaviors students need to succeed in the global community. We expect students to embrace the following principles so they may become responsible, digital citizens. These technologies may include but are not limited to, the use of the school network and the use of Drew Charter School online student accounts and equipment, such as computers, tablets, cell phones, laptops, netbooks, e-readers, interactive whiteboards, etc.

At the Elementary Academy, teachers monitor most of these devices in classrooms. Our Junior Academy assigns devices kept in carts during class rotations. Senior Academy, students are loaned or assigned individual laptops and chargers at the beginning of each school year. Drew Charter School technology is intended for educational purposes only.

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

AI USAGE OPT-OUT FORM

Our school is committed to integrating AI tools that enhance student learning while ensuring their privacy and data security. All AI tools used in the classroom will be carefully vetted and monitored by teachers and other staff members for educational purposes. Some AI platforms ask that students between the ages of 13-18 require parent permission to use these platforms. If your student is between the ages of 13-18, and you do not want them to utilize the previously mentioned tools that require parental permission, please complete this opt-out form.

LOST OR BROKEN DEVICES

At some point, your child may lose or break a device. We will never deny a student a loaner device. However, Drew does have inventory limitations. Students should immediately report any damaged, lost, or stolen devices to their teacher and the Technology Team. Devices that are not recovered and/or are damaged and/or cannot be

repaired will result in a direct charge to you via MyPaymentsPlus. Please refer to the Technology Page on the school website for technology replacement and repair fees. You may be contacted directly if our records indicate your student is responsible for multiple losses. Student Technology Handbooks and Agreements are reviewed and discussed in every classroom to ensure all students are aware of the school's technology policies.

PARENT RESPONSIBILITIES AND TERMS

For your child to use any school-assigned technology device in class or at home, you must be willing to accept the following terms and responsibilities:

- I have read this Acceptable Use Policy and discussed it with my child.
- I will discuss the appropriate use of the Internet and help them understand the possible consequences of inappropriate use.
- I will instruct my child to keep the school-assigned device in a secure location if brought home. I understand that the Drew devices assigned to my child are for his/her/their use only.
- I will not attempt to repair the Drew-assigned device or have the device repaired through a private service.
- If my child loses or damages a device, I understand that I may be charged a repair or replacement fee. I agree to pay that fee within 30 days of notification or make a payment arrangement within that timeframe.
- I will ensure that my child reports any loss or damage to the Drew-assigned device to the Technology Department in a timely manner.
- I will not change or attempt to change the software or hardware configuration.
- 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 my child's personal documents.

As the parent or guardian of this student, I have read the Technology Agreement above. 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 my 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 parents/guardians. However, accidental, and intentional damage are not covered under warranty. If it is determined that a student either intentionally damaged school technology or was negligent in protecting technology from damage, parents/guardians are required to pay for repair or replacement of the Drew-assigned device. Failure to pay for repairs or replacement may result in a hold being placed on report cards, awards, or other student records.

Please refer to the Technology Page on the school website for current technology replacement and repair fees which can be upwards of \$500.

*Acknowledgement and acceptance of this agreement is included in the on-line enrollment/re-enrollment process annually via School Mint. Copies of your agreement can be provided by request.

Device Care Guidelines

At Drew Charter School, we use various technologies to enhance our mission to teach skills, knowledge, and behaviors students need to succeed. We expect students to use these devices appropriately and care for them like they are their own.

GENERAL DEVICE CARE	
 Keep your device fully charged and if required, return it to the appropriate cart & plug it in at the end of the day.	 Be careful carrying your device around campus to minimize damage.

 Restart your device everyday to keep it updated.	 Log off your student profile before re-carting your device.
 Power off the device before cleaning (never spray directly on the device).	 Keep devices away from extreme temperatures.

AVOID THESE COMMON MISTAKES	
 Do not eat or drink near your device	 Do not stack heavy items on top of your device.
 Do not carry your device by the screen or lip it back and forth unnecessarily, this can damage the hinges.	 DO not leave your device unattended on the floor or outside.
 Do not attempt to open or repair a device yourself.	 Do not pick at or lift any keys on the device keyboard.

If your device is lost, stolen or damaged, notify the Drew Tech Team immediately. You can submit a tech ticket via the Incident IQ ticket system, request a Smart Pass to visit the Genius Bar, send an email to technology@drewcharterschool.org, or call 470-355-1214.

Content Filter

Drew Charter School takes the safety and security of our students' use of technology very seriously, which is why we use the online content filtering services GoGuardian provides. GoGuardian is a web-based extension activated whenever a student logs into Google Chrome with his/her/their Drew Charter School student profile, whether using a personal device or a school-provided device. GoGuardian allows the student's teacher to monitor the student's behavior online while logged onto their school account in Google Chrome. GoGuardian will not operate on your personal device unless your student logs into Google Chrome with his/her/their school account.



All activity using the Drew network, online student accounts or other Drew technologies will be monitored through the school's use of content filters. Access to online-content via the school network will be filtered in accordance with our policies as well as state and federal regulations, including the Children's On-line Privacy Protection Act (COPPA) and the Children's Internet Protection Act (CIPA). To help keep your child safer and more focused online, Drew Charter School has adopted online services provided by GoGuardian.

How are we using GoGuardian?

We have chosen content filtering services to:

- Help protect students against harmful and inappropriate online material
- Help students stay more focused when learning online
- Help assess students' progress toward class assignments

When and how does GoGuardian operate?

GoGuardian's web-based services operate when a student is signed in to their Drew student account on a school issued device. Drew Charter School uses GoGuardian on all Chromebooks and Windows devices.

GoGuardian respects data privacy and operates in compliance with federal and state laws requiring the protection of individual data. For more information about GoGuardian and how it works, please visit their website at www.goguardian.com.

Device Self-Help & Troubleshooting

	Laptop Won't Turn On? Disconnect charge, press and hold the power button for 7 seconds. Reconnect the charger and press the power button.		Device Running Slowly? Restart the device. Avoid having too many tabs or apps open.
	Can't Connect To Wi-Fi? Click the Wi-Fi icon on the bottom-right of your screen and toggle Wi-Fi OFF, then ON. Choose the student network - Drew_Students26		Spilled Water or Physical Damage? Power off IMMEDIATELY. DO NOT turn it upside down or try to fix it. Tell your teacher or tech staff right away.
	Touchscreen not Working? Wipe the screen gently with a lint-free cloth or alcohol wipe. Restart the Laptop.		Frozen or Glitchy Screen? Hold the power button until the device shuts off. Wait 10 seconds, then turn it back on.
	Sound Issues? Make sure your device is not muted. Look for the icon on the keyboard. Check if headphones are plugged in. Remove them to test sound.		Restarting Solves Most Issues Hold the power button until the device shuts off. Press the power button again to restart.

Device Replacement Costs

Drew strives to keep the most up-to-date technology in the hands of all students. Replacement of damaged or lost devices result in real costs and hardship to the school. These costs will be passed on to parents/guardians in the form of Tech Fees placed on student accounts.

Device Charges for 26-27 School Year

Common Repair/Parts	Replacement Charge
Charge Cord	\$40
Screen	\$120
Full Device Replacement / Broken/Lost/Unreturned	\$300

Device Transport and Home Use

For remote learning days, Drew Charter School may allow students to take devices home in order to support continued learning. A survey will be sent in advance of these dates for families who need to exercise this option for their student/s.

Devices should be brought back the next in-person learning day. Failure to do so will result in the inability to participate in classwork, homework and projects.

Returning Devices

Laptops and other devices loaned to students are the property of Drew Charter School (DCS). Devices must be returned at the end of the school year or upon student withdrawal, transfer, or expulsion from Drew Charter School.

Students must return all accessories including chargers as well as any protective cases. Failure to return the device and accessories will result in fees and may lead to a hold on report cards or diplomas.

Failure to Return Devices/Equipment

Students who do not return their school issued devices, accessories or equipment and do not report them as lost or stolen will still be charged the full replacement cost.

Responsible Technology and AI Literacy

Drew prepares students to navigate emerging tools responsibly and ethically. Students are expected to use technology—including AI tools—in ways that uphold academic integrity, protect privacy, and demonstrate critical thinking when evaluating information and sources. In compliance with GA HB351, Social Media sites are blocked from student access on Drew's network with very few exceptions for isolated instructional use.

This guidance is provided for informational purposes and does not replace the full set of school rules. Families and students should review the Code of Conduct (Appendix J) in this handbook for expectations and consequences related to misuse of technology/AI.

Below, key information is outlined to help students and families understand our school's viewpoint on this quickly developing technology.

Artificial Intelligence (AI): Usage and Guidance

Students are responsible for the work they submit. This means students should:

- Use AI to support learning (not replace it)
- Follow teacher directions about when AI use is allowed
- Be honest and transparent about AI usage
- Protect privacy by not entering personal, sensitive, or confidential information into AI tools
- Verify accuracy, since AI may produce incorrect or biased information
- Using AI in ways that violate academic expectations (including plagiarism, misrepresentation of work, or other misuse) may result in disciplinary consequences

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.

GUIDELINES FOR USING AI TOOLS RESPONSIBLY

- **Do not use AI tools for cheating:** This includes using them to complete assignments, write essays, or take tests without doing the work yourself.
- **Do not 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:** Do not 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 are unsure, ask!** If you are not sure whether it is 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 are learning about

Part XII — Elementary Academy (Pre-K–5)

Elementary Academy

At Drew’s Elementary Academy, we believe the early years matter deeply—and that every child deserves a learning environment where they are known, challenged, and celebrated.

We approach elementary education as the foundation of the cradle-to-college pipeline: building strong literacy and math skills, nurturing curiosity through joyful exploration, and developing character, confidence, and community. In partnership with families, we create classrooms where students feel safe to try, learn from mistakes, and grow—academically, socially, and emotionally—so they can discover their gifts and begin their Drew journey with purpose and pride. (See Part I for Drew’s schoolwide PBL and STEAM approach, which the Elementary Academy builds on from Pre-K forward.)

This Elementary Academy section is designed to help families feel confident and prepared for the year ahead. You’ll find clear guidance on daily routines like arrival and dismissal, how student learning is tracked through progress reports, report cards, and grading, and what supports are available when students need extra challenge or additional help. It also highlights enrichment opportunities that build creativity and curiosity, along with ways families can stay connected through volunteering and classroom support—all to ensure every child has a strong, joyful start to their Drew journey.

Dismissal Procedures

Early dismissal concludes promptly at 2:45 p.m. Please ensure you arrive by that time if you need to pick up your child early.

DAILY DISMISSAL PLANS

Dismissal procedures for your child should be communicated to your child’s teacher at the start of the school year (e.g., walker, parent pick-up/car rider, private bus/van service, or RISE After School Program).

PROCARE SIGN-OUT REQUIRED

Students are signed out daily using the Procare system. Parents must set up a Procare account to obtain a 4-digit code. Codes cannot be shared: each person authorized to pick up a student must use their own unique code. Procare registration information is

forwarded to the registering parent's email, along with instructions to set up Procure access.

PRE-KINDERGARTEN

Pre-K dismissal procedures will be communicated to families by the Pre-K Director. Parents will be required to sign out students using Procure.

KINDERGARTEN

Kindergarten students will be escorted to their parent/guardian beginning at 3:30 p.m. Parents will be required to sign students out via Procure.

BETWEEN 3:30 P.M. – 4:00 P.M.

- Car riders are dismissed from classrooms via Procure and exit through their designated exit
- Van riders report to the Media Center and are escorted to vans/after-school buses
- RISE students are escorted to designated areas by assigned staff
- Walkers are dismissed from classrooms at 3:45 p.m.

AFTER 4 P.M. AND LATE PICK-UP FEES

Students who are not picked up by 4 p.m. will be escorted to the cafeteria and must be checked out from there via Procure. Parents arriving after 4:15 p.m. will be charged \$1 per minute per child until the parent arrives. Payment is due at pick-up.

BUILDING ENTRY/EXIT

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

Progress Reports

Progress reports are sent home once per quarter. Student grades can also be monitored at any time via the Infinite Campus Parent Portal. Parent Portal access can be obtained from the school registrar. Students with a grade of 70 or below will be sent a Deficiency Notice prior to the Progress Report/Report Card period.

Report Cards

At the end of each grading period, a thorough report of student progress is presented in the form of a report card that includes: the overall quality of performance according to the standards of each discipline; the level of the student's work (above, below, or on grade level); and a brief description of standards where a student is notably strong or weak.

Retesting (Grades 2–5)

Students in grades 2–5 may retake identified assessments when a score is below 70%. Retakes must be completed within 10 days of the initial assessment and may not occur after the end of a 9-week marking period (quarter). Retests apply to tests only (not quizzes, benchmarks, or MAP assessments).

Grading Scales

KINDERGARTEN PERFORMANCE LEVELS

Kindergarten students receive quarterly standards-based reports. The categories include: Beginning-First time experiencing the skill/standard or failure to achieve at the assigned performance level. Developing-Average achievement and practicing the skill. Proficient-Above average achievement and performing the skill accurately. Exemplary-Excellent achievement by performing the skill accurately and consistently.

GRADES 1–5 GRADING SCALE

A = 90–100% Excellent achievement at the assigned performance level. B = 80–89% Above average achievement at the assigned performance level. C = 70–79% Average achievement at the assigned performance level. F = 0–69% Failure to achieve at the assigned performance level.

ENRICHMENT GRADING SCALE

P (Pass): Indicates mastery of grade-level content normally expected for the student's instructional level. F (Fail): Indicates failure to perform at the expected instructional level.

Academic Interventions — Literacy Center and Math Lab

Drew implements a systematic and comprehensive approach to closing achievement gaps for students performing below grade level in reading and/or mathematics. Tier 2 and Tier 3 interventions are provided through the Literacy Center and Math Lab, in addition to in-class RTI small group support.

Scheduling, Placement, and Progress Monitoring: Labs happen during Enrichment blocks in order for students to stay engaged and not miss any content in their core classes.

Drew looks at multiple data sources to place students into the Literacy Center and Math Lab. Students are progress monitored weekly or bi-weekly, and their eligibility is reviewed regularly. Progress points are shared via individual Google Folders for parents to view. Intervention plans are adjusted as needed to support individual needs and

progress. The school will determine the best intensity, setting, and approach to deliver interventions for each student.

Gifted Program/SOAR

Gifted education in Georgia is designed for students who show advanced intellectual and/or creative ability, unusually strong motivation, and/or exceptional performance in specific academic areas and who may need learning experiences beyond the regular classroom to reach their potential. Drew follows state eligibility and testing process for gifted qualification.

Eligible students receive gifted services delivered by a gifted-endorsed teacher for a minimum of five instructional segments each week. Services may be provided through a combination of advanced/extended content in the classroom, cluster grouping, and/or a resource model in which students work with the gifted teacher outside the regular classroom for targeted instruction (grades 1–3). Students are considered for services using multiple sources of information, including classroom performance, nationally normed assessment data, and teacher recommendations, consistent with state guidance.

Enrichment

As a STEAM school, Drew offers Enrichment classes as an important part of its educational approach. Elementary students may experience courses such as Band, Chorus, Dance, General Music, Engineering and Design, Environmental Science, Media Arts, Orchestra, Photography, Physical Education, Robotics, Spanish, STEAM Careers, Theater Arts, and Visual Arts.

K–3 Exposure Model: In kindergarten through grade 3, students experience classes from all Enrichment areas. K–3 students attend two 35-minute courses daily.

Grades 4–5 Course Selection: In grades 4 and 5, students participate in a selection process and commit to semester- and/or year-long courses. Grade 4–5 students attend 80-minute Enrichment classes on an A/B Day schedule.

Room Parents

Room Parents are a vital component of the Elementary Academy and are coordinated through the PTO. At the start of each school year, parents are required to express their interest to the PTA and follow the guidelines to be considered for service as a Room Parent. Room parent procedures are handled through the PTO; please see website and communications for proper application procedures.

ROLES AND RESPONSIBILITIES

Room Parents are valued volunteers who are Level III cleared. Our Room Parent expectations emphasize equitable experiences for all classrooms and grade levels. Once selected, Room Parents are encouraged to contact the teacher(s) to see how they can best support the classroom. Throughout the year, the PTO Room Parent Committee Chair is always there to offer guidance and support.

Birthday Recognitions

Birthday recognitions are a simple classroom or cafeteria celebration and are not intended to replace a birthday party. To maximize instructional time, families should follow these guidelines: check with the teacher regarding food allergies or dietary needs before sending treats; send store-bought treats only with a visible ingredient list (no homemade treats are permitted); and do not bring or send balloons, flowers, party favors, treat bags, or costumes.

Pre-K – Grade 3: Celebrations are limited to 15 minutes and may take place in the classroom only between 3:00–3:20 p.m. Only parents/guardians may attend in person. Families may request that the teacher share the moment via Zoom if they cannot attend. EA siblings will not be able to be called out of their classes to attend.

Grades 4–5: Celebrations take place during the student’s lunch period. 4th grade lunch is at 11:00 a.m.: 5th grade lunch is at 11:35 a.m. Cafeteria monitors distribute treats near the end of lunch. Only parents/guardians are allowed in the cafeteria for birthday recognitions.

Restrooms

Students are encouraged to use the restroom during designated times such as between classes, before or after lunch, or after Enrichment, and whenever a teacher advises. They are to avoid lingering in the restrooms and must ask the teacher for permission and a hall pass to use the restroom during class. Students in Grades 4 and 5 use SmartPass digital passes to leave the classroom for restroom and water breaks.

Part XIII — Junior Academy (Grades 6–8)

Academic Program

Drew Charter School’s teaching approach is based on the belief that every child has gifts and talents that must be discovered and nurtured. See Part I, Philosophy, for Drew’s full schoolwide statement, and Part I, Project-Based Learning (PBL), and STEAM, for Drew’s instructional model and NTN partnership, both of which apply to the Junior Academy.

The Junior Academy’s STEAM theme guides its selection of career pathways (Engineering/Design and Computer Science), the creation of projects, the integration of courses, and the planning of special events (e.g., Design-o-rama and STEAM Day). Students receive a strong foundation in literacy and the Humanities alongside this STEAM focus.

Junior Academy Daily Operations

DAILY DISMISSAL / PICK-UP WINDOW

Students should be picked up between 4 p.m. and 4:15 p.m. Students should be picked up no later than 4:15 p.m.

If a student is not picked up by 5 p.m., the issue may be escalated to the School Social Worker and may require additional safety follow-up if late pick-ups become chronic.

EARLY DISMISSAL WINDOW

Early dismissal ends at 3:00 p.m. Students will not be released after that time. See Part V, Early Dismissal — Schoolwide Policy, for checkout, documentation, and advance-notice requirements that apply to this window.

EXTRACURRICULAR PICK-UP

Students participating in extracurricular activities must be picked up within 15 minutes after the activity ends, unless the school provides written instructions for a different arrangement. See Part V, Extracurricular Activities, for the full schoolwide rule.

Student Assessment

The Georgia Milestone End-of-Course Tests are administered in Ninth Grade Literature and Composition, American Literature and Composition, Algebra 1, Biology, American Literature, and U.S. History. In addition, for all levels of Spanish, Drew administers the Standards-Based Assessment of Proficiency (STAMP), which assesses students’

proficiency in reading, writing, listening and speaking. The College and Work Readiness Assessment (CWRA) is administered in grades 9 and 12 to measure students' growth in 21st-century problem-solving skills. Finally, students engage in a wide range of college assessments, including the PSAT, ACT, SAT, and Accuplacer, as part of the college application and Early College processes.

Learning Outcomes

Traditional grading systems calculated students' grades based on weighted averages from categories like tests, 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. Some assignments might be graded on a single outcome, while others might be graded across multiple learning outcomes. Once grades are calculated for each learning outcome, they are generally weighted according to the following percentages to calculate students' final grades: 40% Knowledge/Thinking; 20% Oral Communication; 25% Written Communication; 15% Collaboration. Some courses may weigh the learning outcomes differently, based on their content.

Junior Academy Grading Scale

A = 90–100. B = 80–89. C = 70–79. F = 50–69.

Promotion Requirements

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

Deficiency Procedure

Teachers will issue a deficiency notice if a student is in jeopardy of failing, giving the student time to pass the class. This notice should come in the form of a progress report, email, phone call, or conference, which clearly identifies the potential causes of failure and the steps the student needs to take in order to pass the class.

Student/Parent Notice Procedures

Students will send biweekly emails to parents to notify and update them 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 to use throughout the school year. We encourage students to take good care of these materials, including books and laptops. Books and supplies should be returned to teachers at the end of the course or school year.

If any items are damaged or lost, students will be responsible for the cost of repairs or replacements before new materials are issued. Also, students' information, including their diploma, will only be released once all accounts are settled. We appreciate everyone's cooperation in keeping our school resources in great shape!

Student Lockers & Personal Belongings

See Part VIII, Social Emotional Learning, Cell Phone/PED Policy, Student Conduct and Supportive Discipline, for the full schoolwide Student Lockers & Personal Belongings policy, which applies to the Junior Academy.

Part XIV — Senior Academy (Grades 9–12)

Academic Program

At Drew’s Senior Academy, we continue our commitment to educating the whole child—because we believe every student has gifts and talents that must be discovered and nurtured. See Part I, Philosophy, for Drew’s full schoolwide statement, and Part I, Project-Based Learning (PBL), and STEAM, for Drew’s instructional model and NTN partnership, both of which apply to the Senior Academy.

This is your practical guide to the systems that keep students on track from ninth grade through graduation. It includes information on bell schedules and the 4x8 block structure (A/B days), calendar highlights and key dates, graduation requirements and academic planning, major assessments students will take across high school (including state end-of-course testing and college readiness exams), and expectations for participation in athletics and extracurriculars.

Families will also find important guidance for students who drive to campus, including parking procedures and permits, so daily routines remain safe, organized, and consistent for everyone. For daily dismissal, pick-up windows, and early-dismissal timing shared with the Junior Academy at the Yates Campus, see Part XIII, Junior Academy Daily Operations.

Daily Schedule

Monday and Wednesday – A Day. Tuesday and Thursday – B Day. Friday – Rotating A/B, Each Week. The Senior Academy schedule reflects a 90-minute “4x8 block schedule,” ideal for Project-Based Learning. Students will be able to earn up to eight credits each year, allowing them to explore multiple electives. Courses will meet every other day on “A-days” and “B-days,” with students earning a half credit in each course in December and May.

Flex Time

Flex Time provides a unique opportunity to support students’ academic, emotional and social growth in a flexible format. Flex Time will generally be scheduled as follows: Monday – Advisory (Grade Level); Tuesday – Power 45 (Science and ELA); Wednesday – Clubs and Organizations; Thursday – Power 45 (Math and Social Studies); Friday – Power 45 (All) — grade levels alternate weeks when this is available, and Community Forums may also be held as opposed to Extended Learning.

Student Assessment

Georgia Milestone End-of-Course Tests are administered in Ninth Grade Literature and Composition, American Literature and Composition, Algebra 1, Biology, American Literature, and U.S. History. In addition, for all levels of Spanish, Drew administers the Standards-Based Assessment of Proficiency (STAMP), which assesses students' proficiency in reading, writing, listening and speaking. The College and Work Readiness Assessment (CWRA) is administered in grades 9th and 12th as a means of measuring students' growth in 21st Century problem-solving skills. Finally, students engage in a wide range of college assessments including the PSAT, ACT, SAT and Accuplacer as part of the college application and Early College processes.

Learning Outcomes

Students in the Senior Academy are assessed and graded on five learning outcomes. Some assignments might be graded on a single outcome, while others might be graded across multiple learning outcomes. Once grades are calculated for each learning outcome, they are generally weighted as follows: 40% Knowledge and Thinking; 10% Portfolio; 10% Agency; 15% Written Communication; 15% Oral Communication; 10% Collaboration. Some courses may weigh the learning outcomes differently, based on their content.

Grading Scale

A = 90–100. B = 80–89. C = 70–79. F = 50–69.

Promotion Requirements

Students in all grades must earn one unit each in English, Mathematics, Science, and Social Studies and one elective unit to be promoted each year. Retained students will be able to move on to the next course in content areas where they earned credit, but will have to make up any graduation credits that they are missing.

Deficiency Notice Procedures

Teachers will send a deficiency notice if a student is at risk of failing, giving them a chance to improve. This notice can be a progress report, email, phone call, or conference, and it will clearly explain the possible reasons for the difficulty and the specific steps the student can take to succeed in the class.

Valedictorian/Salutatorian Eligibility

The eligible student will have been enrolled at the school from which they graduate by the end of the first semester of the junior year. The eligible student will have transferred five or fewer units from a school or program that is not accredited in accordance with state board rule 160-5-1-.15 Acceptance of Transfer Credit and/or Grades and Atlanta Board of Education policy JBC (4) Transferring Credits.

For graduating classes that entered ninth grade in 2004-05 through 2007-08, eligible students are those who qualify for the college preparatory diploma. For graduating classes that entered ninth grade in 2008-09 or later, all students earning regular education diplomas are eligible. The eligible student will have a weighted numeric grade-point average of 90 or above.

Students selected as valedictorians and salutatorians must complete all requirements for graduation by the end of the second semester of the senior year. Students who have been selected but fail to complete all requirements for graduation by the end of the second semester for any reason shall become ineligible, and the next eligible candidate will be selected as the valedictorian or salutatorian.

Valedictorian/Salutatorian Selection

Class rankings to determine the valedictorian and salutatorian will be generated based on grades earned by the end of the first semester of the senior year. Ranking is established based on the weighted numeric grade-point average. The official class ranking list will be the student information system-generated ranking of the weighted numeric grade-point averages of all eligible students in the graduating class. Co-valedictorians and co-salutatorians will be identified if there is an exact grade-point average tie for either the highest or second-highest class rank.

Academic Eligibility Requirements for Athletics

A large number of the students at Drew Charter School participate in the Athletic Program. Participation in these activities on an interscholastic competitive level is governed by rules of the Georgia High School Association (GHSA). In addition to GHSA policies, Drew Charter School sets forth stringent academic eligibility policies for student athletes. In order to be considered eligible to participate in athletics, a student must:

- Be a regular student taking at least four courses toward graduation.
- Be on track for graduation.

- Complete participation within 8 semesters (4 consecutive years) following initial entry into ninth grade.
- Maintain a cumulative GPA of 80; or earn an 80 term GPA in the most recent term.
- Pass every class in term prior to the start of the season.
- Be an amateur, never played in an unauthorized game or on a non-school team during the season, nor signed a professional contract.
- Cannot reach age 19 before May 1 of the year before participation.
- Must not be a migrant pupil with less than one year of residence, especially if the move was without parent(s).
- Must have a current physical on file in the Athletic Director's office prior to participation.
- Complete "Permission to Treat" and Parent consent form.
- Present proof of insurance.

For students playing during the winter season, they must pass all of their classes for the fall semester, or they will become ineligible at the start of the spring semester.

SUMMER SCHOOL

- Students who are ineligible by GPA can be made eligible through term GPA at summer school.
- Students who are ineligible due to failure can be made eligible by passing the classes they failed during the spring semester (provided they also meet the GPA requirement).
- Students who fail a class in summer school will not be eligible for the fall semester.
- Students who are ineligible by failure can be made eligible by passing the classes they failed during credit recovery (provided they also meet the GPA requirement).

Gender Equity in Sports

Grievances may be brought only by the affected student or by the affected student's parent or guardian and shall proceed in the following manner: any complaint regarding this policy shall be submitted in writing to the Dean of Students by a student or by a parent or guardian of a minor student.

The complaint should contain (1) name the grievant and the affected student; (2) state the situation or conditions giving rise to the grievance; (3) identify the specific provisions of the law or the implementing regulations alleged to have been violated; and (4) indicate the specific relief sought.

The Title IX Compliance Officer shall render a decision in writing no later than 30 days after receipt of the complaint. The decision shall set forth the essential facts and rationale

for the decision. A copy of the decision shall be provided to the complainant within five (5) days of the date of the decision. The complainant shall have the right to appeal the decision to the Board within 35 days of the date of the decision. A complainant may appeal a decision of the Board in accordance with the procedures specified in O.C.G.A. §20-20-1160. See Appendix G.

Transfer Students (Athletics)

Students entering Drew Charter School Senior Academy in grades 10–11 are considered transfer students and must meet certain criteria set by the Georgia High School Association (GHSA) to be athletically eligible. Transfer students are exempt from Drew’s athletic eligibility standards during the first semester. After the first semester of attendance, students must meet Drew’s eligibility standards. For further information on this policy, please contact Athletic Director Kandice Mitchell at (470) 355-1200 or kandice.mitchell@drewcharterschool.org.

Student Lockers & Personal Belongings

See Part VIII, Social Emotional Learning, Cell Phone/PED Policy, Student Conduct and Supportive Discipline, for the full schoolwide Student Lockers & Personal Belongings policy, which applies to the Senior Academy. Each grade level has a designated crate in the hallway for misplaced items specific to the Senior Academy; items not claimed by the end of each month may be donated or discarded, and coats, sweaters, and other removable clothing should be labeled with the student’s name and placed in the main Junior Academy office when found.

Teenage/Adult Drivers Responsibility Act (TAADRA)

A student will be referred to the Georgia Department of Driver Services, and their driver’s license or ability to receive a driver’s license or learner’s permit will be suspended for one (1) year if the student is a non-compliant student under O.C.G.A. §40-5-22, meaning a student who:

- Has dropped out of school without graduating and has remained out of school for ten consecutive school days;
- Has 10 or more school days of unexcused absences in the current academic year or ten or more school days of unexcused absences in the previous academic year;
- Has been found in violation by a hearing officer, panel, or tribunal of one of the following offenses, has received a change in placement for committing one of the following offenses, or has waived his or her right to a hearing and pleaded guilty to

one of the following offenses: threatening, striking, or causing bodily harm to a teacher or other school personnel; possession or sale of drugs or alcohol on school property or at a school-sponsored event; possession or use of a weapon on school property or at a school-sponsored event (as defined by Georgia Code Section 16-11-127.1, excluding archeological/cultural exhibit items brought for a school project); any sexual offense prohibited under Georgia law (Chapter 6 of Title 16); or causing substantial physical or visible bodily harm to or seriously disfiguring another person, including another student.

Student Driving and Parking Procedures

Parking on campus is a privilege reserved for juniors and seniors. To maintain safety and smooth operations, students must park, secure their vehicles, and report directly to the building—no loitering in the parking lot.

- Arrive, park, and go inside: Students must lock their vehicle and enter the building immediately upon campus arrival.
- No parking lot access during school hours: Students are not allowed in their cars or in the parking lot at any time during the school day, including lunch and between classes.
- No leaving campus: Students cannot leave during the school day unless they complete an approved check-out process at the main office.

PERMIT AND DOCUMENTATION

Parking permit required: Students must apply for and receive a parking permit/hangtag before driving to school and must update the permit immediately after any vehicle change. Lost or damaged hangtags must be repurchased. Required documents: Any student driving on or near campus must have a valid driver's license, tag receipt/registration, and proof of insurance.

WHERE TO PARK

Park only in the designated student parking lot and follow all posted signs and markings. All other lots are off-limits during school hours (7:00 a.m.–4:00 p.m.). No parking in: grass areas on campus; curbs in the front lot; teacher parking areas; handicap spaces (unless the student has a valid handicap plate or hangtag).

RULES AND CONSEQUENCES

Hangtag display: Parking permits must be visible on the interior rearview mirror at all times while on campus. Safe driving required: Unsafe driving or violations of parking rules may result in loss of parking/driving privileges (for an indefinite period) and may

lead to disciplinary action. Policy updates: The school may adjust parking/driving rules as needed. Failure to follow expectations may result in the revocation of privileges. Vehicle liability: The school assumes no responsibility for damage to vehicles parked on campus.

Part XV — Appendices, Family Rights, Required Notices, and Legal References

Appendix A: Family Educational Rights & Privacy Act Notice (FERPA)

(1) Review Education Records – A student, parent, or guardian has the right to inspect and review the student’s education records within 45 days of submitting a request. Written requests should be sent to the school principal and should identify the records to be reviewed. The principal will then arrange access and notify you of the time and place to inspect the records.

(2) Request an Amendment – If the student, parent, or guardian believes that a record maintained by the school is inaccurate or misleading, they can request the school to amend it by writing a letter or email to the school principal, clearly identifying the part of the record they want changed, and explaining why it is inaccurate or misleading. If the school decides not to amend the record as requested, it will notify the family of its decision and their right to a hearing on the amendment request. More information on hearing procedures is located in Policy/Regulation JR, Student Records, at www.atlantapublicschools.us.

(3) Share personally identifiable information – 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 that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as 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 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 the student seeks or intends to enroll.

(4) File a complaint with the U.S. Department of Education – 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) Directory Information Disclosure – The school may disclose appropriately designated “directory information” without written consent unless you have advised the school to the contrary in accordance with school procedures. Disclosures of “directory information” relating to individual students will be made under limited circumstances without the written consent of the parent, legal guardian or eligible student. These circumstances include when directory information is posted in schools such as on displayed student work; when printed in school publications such as graduation programs, yearbooks or school playbills; in school communications for student recognition or information; when disclosed to the United States military; law enforcement entities; welfare agencies; colleges, universities and other post-secondary institutions; 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.

AUDIO, PHOTO AND VIDEO RECORDING

The school records and maintains audio recordings and video or photographic footage 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 Principal, no later than September 2 (of the current year), or within 10 calendar days of the student's enrollment. Each school is to keep any opt-out requests that are provided in the student's permanent record folder.

Appendix B: Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA) gives parents and guardians certain rights related to student surveys, the use of student information for marketing, and specific physical examinations or screenings.

These rights include the opportunity to provide consent before a student is required to complete a survey that asks about protected personal information when the survey is funded, in whole or in part, by the U.S. Department of Education. Protected topics include: political affiliations or beliefs of the student or student's parent; mental or psychological problems of the student or student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of others with whom respondents have close family relationships; legally recognized privileged relationships, such as with lawyers, doctors, or ministers; religious practices, affiliations, or beliefs of the student or student's parent; or income, other than as required by law to determine program eligibility.

Families also have the right to receive notice and an opportunity to opt a student out of: any other protected information survey, regardless of funding; 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 activities involving the 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).

Families may also inspect, upon request and before administration or use: protected information surveys of students and surveys created by a third party; instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and 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 will develop and maintain, in consultation with parents/guardians, policies that protect student privacy and describe parent rights related to the administration of certain student surveys, and collection, disclosure, or use of student personal information for marketing, sales, or other distribution purposes. Drew will provide families with annual notice of these policies at the beginning of each school year and whenever substantive changes are made. When a student is scheduled to participate in a covered survey, screening, or information-gathering activity, families will receive direct notice, an opportunity to review relevant materials, and instructions for opting out.

When possible, the annual notice will include the specific or approximate dates of planned activities. If dates are not yet known, families will receive reasonable advance notice during the school year. Covered activities include: the collection, disclosure, or use of student information for marketing, sales, or other distribution purposes; a protected-information survey not funded in whole or in part by the U.S. Department of Education; and a non-emergency, invasive physical examination or screening, when applicable.

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

Appendix C: Notice of Rights of Students and Parents Under Section 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as “Section 504,” is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. For more information regarding Section 504, or if you have questions or need additional assistance, please contact the SST/RTI Specialist at Drew Charter School — dtrogers@atlanta.k12.ga.us.

The implementing regulations for Section 504 as set out in 34 CFR Part 104 provide parents and/or students with the following rights: an appropriate education designed to meet individual educational needs as adequately as the needs of non-disabled students (34 CFR 104.33); free educational services except for those fees that are imposed on non-disabled students or their parents (34 CFR 104.33); participation in an educational setting with non-disabled students to the maximum extent appropriate (34 CFR 104.34); facilities, services, and activities comparable to those provided for non-disabled students (34 CFR 104.34); an evaluation prior to a Section 504 determination of eligibility, and the right not to consent to an evaluation request (34 CFR 104.35); assurance that evaluation procedures conform to 34 CFR 104.35 and that the school will consider information from a variety of sources; assurance that placement decisions are made by a group of knowledgeable persons; periodic reevaluations if eligible; notice prior to identification, evaluation, or placement actions; the right to examine educational records; the right to an impartial hearing with opportunity for parental participation and representation by an attorney; the right to receive a copy of the hearing procedure upon request; the right to review of an impartial hearing decision; and the right to file a complaint at any time with the U.S. Department of Education's Office for Civil Rights.

504 PROCEDURAL SAFEGUARDS

1. Overview: Any student, parent, or guardian ("grievant") may request an impartial hearing due to Drew's actions or inactions regarding a child's identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be submitted in writing to the SST/RTI Specialist. However, a grievant's failure to request a hearing in writing does not relieve Drew of the obligation to provide an impartial hearing if the grievant verbally requests one through the SST/RTI Specialist. The SST/RTI Specialist will assist the grievant in completing the written Request for Hearing.
2. Hearing Request: The Request for Hearing must include: the name of the student; the address of the residence of the student; the name of the school the student attends; the decision that is the subject of the hearing; the requested reasons for review; the proposed remedy sought by the grievant; and the name and contact information of the grievant. Within 10 business days from receiving the Request for Hearing, the SST/RTI Specialist will acknowledge it in writing and schedule a time and place for a hearing. If the request lacks the necessary information, the SST/RTI Specialist will inform the grievant of what is needed; all timelines and processes will be kept until the request is complete.
3. Mediation: Drew Charter School may offer mediation to resolve the issues detailed in the grievant's 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

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:** The SST/RTI Specialist will obtain an impartial review official who will conduct a hearing within 45 calendar days of the Request for Hearing unless agreed otherwise or a continuance is granted for good cause (with a written request copied to the other party). The grievant will have a chance to examine the child's educational records before the hearing, and the opportunity to be represented by legal counsel at his or her own expense, and to participate, speak, examine witnesses, and present information (representation by counsel must be disclosed in writing at least 10 calendar days before the hearing, or the failure to do so is good cause for a continuance). The grievant bears the burden of proving any claims asserted; when warranted, the impartial hearing officer may require the school to defend its position. One or more Drew representatives will attend to present evidence, respond to testimony, and answer questions. The impartial review official cannot subpoena witnesses, strict rules of evidence do not apply, and the official may issue pre-hearing instructions (including requiring exchange of documents/witness names) and shall determine the weight given to evidence based on its reliability. The hearing shall be closed to the public, and issues are limited to those raised in the request. Witnesses are questioned by the party who calls them, with cross-examination allowed; testimony is recorded at the school's expense, and documentation is retained by the school. Unless otherwise required by law, the impartial review official shall uphold the school's action unless the grievant proves a preponderance of the evidence supports their claim. Failure of the grievant to appear at a scheduled hearing (without approved prior notice or just cause) constitutes a waiver of the right to a personal appearance.

5. **Decision:** The impartial review official shall issue a written determination within 20 calendar days of the hearing's conclusion. The determination shall not include monetary damages or attorney's fees.

6. **Review:** If not satisfied with the decision, 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.

Appendix D: Child Abuse

Any student, parent, or friend of a student who has been a victim of sexual abuse or misconduct by a teacher, administrator, or other school employee is urged to report the incident verbally to any teacher, counselor, or administrator at any one of the Drew academies.

Georgia law mandates that school staff and volunteers must report any suspected child abuse or neglect immediately or within 24 hours. After a report is filed, official DFCS representatives may visit the school to interview the child without informing or obtaining permission from the parent. Drew personnel are not allowed to discuss or share information about child abuse reports with parents or guardians.

To report suspected abuse, contact Drew's school social worker, school administrator, staff member (470) 355-1200, or the DFCS Child Protective Center at 1-855-GACHILD / 1-855-422-4453, available 24/7.

Appendix E: Parent Right to Know Notification

RIGHT TO KNOW PROFESSIONAL QUALIFICATIONS OF TEACHERS AND PARAPROFESSIONALS

Under the Every Student Succeeds Act, parents and guardians may request information about the professional qualifications of their child's teachers and paraprofessionals. Families may ask whether a teacher meets state certification and licensing requirements for the grade levels and subjects they teach; is teaching under an emergency or provisional credential; or is teaching within the field covered by their certification. Families may also request confirmation that a paraprofessional meets applicable qualification requirements. To request information concerning the qualifications of teachers and/or paraprofessionals, contact your academy principal.

Appendix F: Parent Request to Opt-Out Notification

In accordance with the Supreme Court's decision in *Mahmoud v. Taylor*, parents and legal guardians may request that their child be excluded from instructional and supplementary materials if they believe these materials might interfere with their child's religious growth or challenge their beliefs and practices. These materials are available for review upon written request during the first two weeks of each nine-week grading period.

Email your requests to instructionalmaterials@drewcharterschool.org.

Appendix G: Drew Nondiscrimination — Nondiscrimination, Title IX, and Complaint Procedures

Drew Charter School is committed to maintaining a safe, inclusive learning environment and fully complies with all applicable federal nondiscrimination laws, including (but not limited to) Title VI and Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; the Equal Pay Act of 1963; the Pregnancy Discrimination Act; the Age Discrimination Act of 1975 and the Age Discrimination in Employment Act (ADEA);

the Americans with Disabilities Act (ADA); Section 504 of the Rehabilitation Act of 1973; the Boy Scouts of America Equal Access Act of 2001; and the Individuals with Disabilities Education Act (IDEA).

EQUAL EDUCATIONAL OPPORTUNITIES

Drew provides equal educational opportunities to all students and does not discriminate or tolerate harassment in its programs, activities, or practices on the basis of race, color, religion, sex, citizenship, ethnic or national origin, age, disability, medical status, military/veteran status, marital status, sexual orientation, gender identity or expression, genetic information, ancestry, or any other legally protected status.

Drew’s policy specifically prohibits discrimination based on gender identity and expression. When a student identifies as transgender and the family desires, Drew will collaborate with the student and family to develop an appropriate support plan for the student.

TITLE IX

Title IX is a federal law that prohibits discrimination on the basis of sex in education programs and activities. Consistent with Atlanta Public Schools’ Title IX guidance, Drew Charter School prohibits unlawful discrimination, harassment, and retaliation based on sex, gender, gender identity, gender expression, or sexual orientation. These protections apply to academic programs, extracurricular activities, admissions, and all other school-sponsored programs and activities.

Sexual harassment is a form of sex discrimination and is prohibited. Conduct that does not meet the federal definition of sexual harassment may still violate Drew or Atlanta Public Schools policies and may be addressed through other applicable school procedures. Retaliation against anyone who reports a concern or participates in a Title IX process is also prohibited.

For information about reporting concerns, supportive measures, investigations, grievance procedures, remedies, and appeal rights, please visit the Atlanta Public Schools Title IX webpage.

Appendix H: Georgia “Distraction-Free Education Act” — What Families Should Know (Grades K–12)

The Georgia Distraction-Free Education Act (House Bill 340, O.C.G.A. § 20-2-324.8) prohibits K-12 public school students from accessing personal electronic devices during the school day. The “bell-to-bell” ban requires students to power off and securely store

devices. The mandate began for grades K-8 on July 1, 2026, and will extend to high school students in the 2027–2028 school year. See Part VIII, Cell Phones and Personal Electronic Devices (PEDs), for Drew’s implementation by academy.

Appendix I: Reporting and Resolving Concerns

Drew has established informal and formal procedures for resolving complaints of discrimination, harassment, or bullying. Allegations should be reported immediately to an administrator or counselor at the school or at any school event. Students may report directly to their academy principal and/or Dean of Students (where applicable). When a student files a formal complaint, the administrator will assist the student in formalizing and processing the complaint, including a statement of facts, identification of witnesses, and any additional information needed to fully describe the concern. Formal complaints should be filed within 30 calendar days of the alleged incident.

CONFIDENTIALITY AND STAFF REPORTING RESPONSIBILITIES

Drew handles all inquiries and discrimination complaints with the utmost confidentiality, including throughout the investigative process. All personnel who become aware of possible discrimination or harassment must promptly report the concern to the appropriate school leader (e.g., principal/assistant principal/Dean of Students). In matters involving employees, investigations may include Senior Academy administration and the Office of Human Resources, as appropriate.

Students should also note it is unlawful to falsify, misrepresent, omit, or knowingly provide erroneous information related to allegations of inappropriate behavior by school employees.



Appendix J: Atlanta Public Schools Student Code of Conduct

Atlanta Public Schools

Student Code of Conduct 2026-2027

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 an exceptional 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

Strategies and programs that emphasize repairing harms, building relationships, and promoting the importance of learning in the classroom. Students engage by acknowledging wrongdoing and taking steps to repair harm to be 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 to all students, parents and guardians for the 2026-2027 school year.

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 3 disciplinary 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, MTSS, positive behavioral supports, restorative practices, counseling with school counselor, school social worker intervention, behavior, attendance and academic contracts and plans, peer mediation, and prevention programs.

The offenses have been organized into four levels of prohibited behaviors: **LEVEL 1** discipline (minor) offenses, **LEVEL 2** discipline (intermediate) offenses, **LEVEL 3** discipline (moderate) offenses, **LEVEL 4** discipline (serious) offenses. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in <https://www.atlantapublicschools.us/about/departments/division-of-schools/student-services/title-ix>.

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 RESTORATIVE/ CORRECTIVE ONLY.	MINIMUM	MAXIMUM
School-based interventions/support and the following:		
Elementary	Restorative Practices	Restorative Practices and Administrative Intervention
Middle/High	Restorative Practices	Restorative Practices and Administrative Intervention

LEVEL 2 is used for **INTERMEDIATE** 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 SHORT-TERM DISCIPLINARY CONSEQUENCES.	MINIMUM	MAXIMUM
School-based interventions/support and the following:		
Elementary	Restorative Practices and/or up to 2 days In-School Suspension	Up to three days of Out-of School Suspension
Middle/High	Restorative Practices and/or up to 2 days Out-of-School Suspension	Up to three days of Out-of School Suspension

LEVEL 3 is used for **MODERATE** acts of misconduct that place students or staff at risk of emotional or physical harm, which may include threats to the health, safety, and/or property of others, and other acts of 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/about/departments/division-of-schools/student-services/title-ix.

LEVEL 3 DISCIPLINE SIGNIFICANT SHORT-TERM SUSPENSION (UP TO 10 DAYS).	MINIMUM	MAXIMUM
School-based interventions/support and the following:		
Elementary	Up to 3 days Out-of-School Suspension	Up to 10 days Out-of-School Suspension
Middle/High	Up to 5 days Out-of-School Suspension	Up to 10 days Out-of-School Suspension

LEVEL 4 is used for **SERIOUS** acts of misconduct that significantly threaten the safety, security, or well-being of students, staff, or the school community. These offenses require an **automatic referral for a disciplinary hearing** and may result in consequences such as long-term suspension, expulsion, assignment to an alternative education program, and/or the **Title IX Grievance Process**. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.atlantapublicschools.us/about/departments/division-of-schools/student-services/title-ix.

LEVEL 4 DISCIPLINE HEARING-REQUIRED OFFENSES WITH CONSEQUENCES DETERMINED THROUGH DUE PROCESS.	MINIMUM	MAXIMUM
School-based interventions/support and referral for a disciplinary hearing		
Elementary	Referral to a Level 4 disciplinary hearing	Long-term suspension, expulsion, or other disciplinary action as determined through the disciplinary hearing process
Middle/High	Referral to a Level 4 disciplinary hearing	Long-term suspension, expulsion, or other disciplinary action as determined through the disciplinary hearing process

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:

Discipline Team Conference: 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. Additionally, the infraction must be entered into Infinite Campus (IC) within twenty-four (24) hours, and the request for a hearing must be submitted through the portal within 48 hours.

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 their 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 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 shall not be expelled or suspended for more than five consecutive or cumulative school days in a school year without first receiving an intervention support plan. A Multi-Tiered System of Supports (MTSS) provides the framework for this process, using data-driven decision-making to identify student needs and deliver targeted supports across multiple levels of intervention.

If the student is currently receiving, or has previously received, support through a Multi-Tiered System of Supports (MTSS), the school is considered to have met this requirement. 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 • co-create norms/essential agreements • create a positive behavior matrix • teach and model effective procedures & routines
2	Build Internal Social & Emotional Capacity • 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 • build healthy relationships with students • use effective statements to praise & reinforce positive behavior
5	Build a Culture of Trust & Communication • 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 Every intervention and response should be documented in a school-level/PSIS tracking system.		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

Progressive Discipline Interventions (Elementary) Cont.

TIER 2 DISCIPLINE (INTERMEDIATE)		
Teacher Intervention/Response Every intervention and response should be documented in a school-level/PBIS tracking system.	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 (MODERATE)		
Teacher Intervention/Response Every intervention and response should be documented in a school-level/PBIS tracking system.	Administrative Intervention/Response Every administrative action taken should be documented in a school-level/PBIS tracking system.	
1. Restorative conference 2. Reflection paper/video 3. Administrative referral	4. Therapy referral 5. Counseling referral 6. Restorative circle 7. Restorative conference 8. Formal restorative conference	9. Removal of privileges for a period, until restoration or repair/restitution is achieved 10. Detention with reflection (paper or video)

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

TIER 2 DISCIPLINE (INTERMEDIATE)			
Teacher Intervention/Response Every intervention and response should be documented in a school-level/PBIS tracking system.		Administrative Intervention/Response Every administrative action taken should be documented in a school-level/PSIS tracking system.	
- 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	- 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	- 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	- 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 (MODERATE)		
Classroom Intervention/Response Every intervention and response should be documented in a school-level/PSIS tracking system.		Administrative Intervention/Response Every administrative action taken should be documented in a school-level/PSIS tracking system.
- Restorative conference - Referral to administrator	- Therapy referral - Restorative circle - Restorative conference - Formal restorative conference - Removal of privileges for a period, until restoration or repair/restitution is achieved	- Removal from clubs and organizations for a period, until restoration or repair/restitution is achieved - Threat assessment

Progressive Discipline Interventions (Secondary)

TIER 4 DISCIPLINE (SERIOUS)		
Teacher Intervention/Response Every intervention and response should be documented in a school-level/PBIS tracking system.	Administrative Intervention/Response Every administrative action taken should be documented in a school-level/PBIS tracking system.	
1. Restorative conference 2. Reflection paper/video 3. Administrative referral	4. Therapy referral 5. Counseling referral 6. Restorative circle 7. Restorative conference 8. Formal restorative conference	9. Removal of privileges for a period, until restoration or repair/restitution is achieved 10. Detention with reflection (paper or video)

Student Code of Conduct Discipline Response Categories

MINOR INFRACTIONS	
2D	ALCOHOL PARAPHERNALIA
3C	TARDY
4F	TEASING / TAUNTING
7A	HORSEPLAY
7E	PUBLIC DISPLAYS OF AFFECTION
12A	SCHOOL DRESS CODE
14F	PROHIBITED USE OF CELL PHONE

INTERMEDIATE INFRACTIONS	
1A	PARTIES TO THE OFFENSE / ENCOURAGING MISCONDUCT
2A	ALCOHOL / ILLEGAL DRUGS (UNDER THE INFLUENCE)
2B	ALCOHOL POSSESSION / USE
2E	ILLEGAL DRUGS / INHALANTS: POSSESSION / USE
2G	DRUG PARAPHERNALIA
2H	MEDICATION OTC (OVER THE COUNTER / POSSESSION)
2J	MEDICATION (PRESCRIPTION / POSSESSION)
2M	TOBACCO / VAPING PRODUCTS POSSESSION / USE
3A	LEAVING SCHOOL GROUNDS
3B	SKIPPING
3E	UNAUTHORIZED AREA
3F	UNAUTHORIZED ENTRY
5A	BUS ELECTRONIC DISTRACTIONS / CELL PHONE
5B	BUS EMERGENCY EXITS
5D	BUS UNAUTHORIZED ENTRY OR EXIT
6A	ACADEMIC DISHONESTY
6B	TAMPERING WITH EVIDENCE
7B	GAMBLING
7C	STUDENT INCIVILITY / INSUBORDINATION
7D	OFFENSIVE LANGUAGE / GESTURES
7K	UNAUTHORIZED SCHOOL WALKOUT

MODERATE INFRACTIONS

2C	ALCOHOL SELLING / BUYING	11B	BURGLARY
2F	ILLEGAL DRUGS / INHALANTS: SELLING / BUYING	11C	DAMAGE TO PROPERTY
2I	MEDICATION OTC (OVER THE COUNTER / SELLING OR DISTRIBUTION)	11D	RECEIPT OF STOLEN PROPERTY
2K	MEDICATION (PRESCRIPTION / SELLING OR DISTRIBUTION)	11E	ROBBERY
2L	TOBACCO / VAPING PRODUCTS (SELLING / DISTRIBUTION)	11F	THEFT
3D	TRESPASSING	13A	INDECENT EXPOSURE (SELF / OTHERS)
4C	HARASSMENT	13B	SEXUAL ACTIVITY
4D	OFFENSIVE MATERIAL	13C	SEXUAL BATTERY
4E	STALKING	13D	SEXUAL HARASSMENT
4G	VIOLATION OF NO CONTACT AGREEMENT	13E	INVASION OF PRIVACY
5C	BUS SAFETY HAZARD	14A	AUDIO OR VIDEO RECORDING
7G	THREAT(S)	14B	PIRACY
7H	SELLING / DISTRIBUTING UNAUTHORIZED ITEM	14C	TECHNOLOGY / COMPUTER MISUSE
7I	CLASS / SCHOOL DISRUPTION	14D	MISUSE OF ARTIFICIAL INTELLIGENCE (AI) GENERATED OF FALSE IMAGES
7J	UNAUTHORIZED ITEM	14E	DISTRIBUTION OF INAPPROPRIATE MATERIALS VIA TECHNOLOGY
8A	GANG: DISPLAYING GANG AFFILIATION	16A	WEAPONS CATEGORY II
8B	GANG: ENGAGING IN GANG ACTIVITY	17A	WEAPONS CATEGORY III
8C	GANG: RECRUITING / SOLICITING		
9A	ASSAULT		
11A	ARSON		

SERIOUS INFRACTIONS

4A	BULLYING
4B	CYBERBULLYING
6C	FALSE CALL TO EMERGENCY SERVICES OR CAUSE A FALSE FIRE ALARM
6D	FALSE REPORT
7F	TERRORISTIC THREAT(S)
9B	ASSAULT OF SCHOOL EMPLOYEE
9C	BATTERY
9D	BATTERY OF SCHOOL EMPLOYEE
9E	BATTERY OF AN EMPLOYEE CAUSING PHYSICAL HARM
9F	CONSENSUAL BODILY HARM / HAZING
9G	FIGHTING
9H	FIGHTING: GROUP
9I	FORCEFULLY ABDUCT / TRANSPORT / DETAIN A PERSON
10A	OFF CAMPUS OFFENSE
13F	SEXUAL MOLESTATION
15A	WEAPONS CATEGORY I



Progressive Discipline Plan Code of Conduct (Elementary and Secondary)

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	1. ACCESSORY ACTS	1.1	1.2	1.3	1.4
1A. PARTIES TO THE OFFENSE / ENCOURAGING MISCONDUCT INTERMEDIATE	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 Restorative.	1A.2 1 to 2 Days ISS (E) OR 2 to 3 Days OSS (S)	1A.3 2 to 5 Days OSS (E) OR 4 to 9 Days OSS (S)	
CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	2. ALCOHOL / DRUGS / PROHIBITED ITEMS	2.1	2.2	2.3	2.4
2A. ALCOHOL / ILLEGAL DRUGS (UNDER THE INFLUENCE) INTERMEDIATE	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 Restorative.	2A.2 1 to 2 Days ISS (E) OR 2 to 3 Days OSS (S)	2A.3 2 to 5 Days OSS (E) OR 4 to 9 Days OSS (S)	
2B. ALCOHOL POSSESSION / USE INTERMEDIATE	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 Restorative.	2B.2 1 to 2 Days ISS (E) OR 2 to 3 Days OSS (S)	2B.3 2 to 5 Days OSS (E) OR 4 to 9 Days OSS (S)	

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	2. ALCOHOL / DRUGS / PROHIBITED ITEMS	2.1	2.2	2.3	2.4
2C. ALCOHOL SELLING / BUYING MODERATE	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 Restorative.	2C.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	2C.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	2C.4 10 Days OSS + Hearing (S)
2D. ALCOHOL PARAPHERNALIA MINOR	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 Restorative.	2D.2 1 to 2 Days ISS (E) OR 3 Days ISS (S)	2D.3 3 Days ISS (E) OR 1 to 3 Days OSS (S)	
2E. ILLEGAL DRUGS / INHALANTS: POSSESSION / USE INTERMEDIATE	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.1 Restorative.	2E.2 1 to 2 Days ISS (E) OR 2 to 3 Days OSS (S)	2E.3 2 to 5 Days OSS (E) OR 4 to 9 Days OSS (S)	

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	2. ALCOHOL / DRUGS / PROHIBITED ITEMS	2.1	2.2	2.3	2.4
2F. ILLEGAL DRUGS / INHALANTS: SELLING / BUYING MODERATE	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 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	2F.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	2F.4 10 Days OSS + Hearing (S)
2G DRUG PARAPHERNALIA INTERMEDIATE	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.1 Restorative.	2G.2 1 to 2 Days ISS (E) OR 2 to 3 Days OSS (S)	2G.3 2 to 5 Days OSS (E) OR 4 to 9 Days OSS (S)	
2H. MEDICATION OTC (OVER THE COUNTER / POSSESSION) INTERMEDIATE	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 Restorative.	2H.2 1 to 2 Days ISS	2H.3 2 to 3 Days OSS (E) OR 3 to 5 Days OSS (S)	
2I. MEDICATION OTC (OVER THE COUNTER / SELLING OR DISTRIBUTION) MODERATE	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 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	2I.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	2I.4 10 Days OSS + Hearing (S)

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	2. ALCOHOL / DRUGS / PROHIBITED ITEMS	2.1	2.2	2.3	2.4
2J. MEDICATION (PRESCRIPTION / POSSESSION) INTERMEDIATE	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.1 Restorative.	2J.2 1 to 2 Days ISS (E) OR 2 to 3 Days OSS (S)	2J.3 2 to 5 Days OSS (E) OR 4 to 9 Days OSS (S)	
2K. MEDICATION (PRESCRIPTION / SELLING / DISTRIBUTION) MODERATE	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.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	2K.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	2K.4 10 Days OSS + Hearing (S)
2L. TOBACCO / VAPING PRODUCTS (SELLING / DISTRIBUTION) MODERATE	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 Restorative.	2L.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	2L.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	2L.4 10 Days OSS + Hearing (S)
2M. TOBACCO / VAPING PRODUCTS (POSSESSION / USE) INTERMEDIATE	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 Restorative.	2M.2 1 to 2 Days ISS (E) OR 2 to 3 Days OSS (S)	2M.3 2 to 5 Days OSS (E) OR 4 to 9 Days OSS (S)	

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	3. ATTENDANCE INFRACTIONS	3.1	3.2	3.3	3.4
3A. LEAVING SCHOOL GROUNDS INTERMEDIATE	Students shall not leave school grounds during the regularly scheduled school day without the permission of a parent/guardian and the principal or designee. APPLICATION: <i>Skipping (3B) should be used if students did not attend class but remained in the building.</i>	3A.1 Restorative.	3A.2 1 to 2 Days ISS (E) OR 2 to 3 Days OSS (S)	3A.3 2 to 5 Days OSS (E) OR 4 to 9 Days OSS (S)	
3B. SKIPPING INTERMEDIATE	No student, without a valid excuse, shall miss a class or activity for which he/she is enrolled. ***** NEW APPLICATION: WITHIN 1 SCHOOL YEAR: <i>First Offense: Discipline Levels 1</i> <i>Second Offense: Discipline Level 2</i> NOTE: Local interventions and a referral to the Truancy Treatment Team may be appropriate for infractions under this rule.	3B.1 Restorative.	3B.2 1 to 2 Days ISS (E) OR 2 to 3 Days OSS (S)	3B.3 2 to 5 Days OSS (E) OR 4 to 9 Days OSS (S)	
3C. TARDY MINOR	No student, without a valid excuse, shall be tardy for a class in which they are enrolled. NOTE: Local interventions and a referral to the Truancy Treatment Team may be appropriate for infractions under this rule.	3C.1 Restorative.			
3D. TRESPASSING MODERATE	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. NOTE: This rule is applicable at all times, both during school hours and during times the school is closed, all vacations and school breaks, and during times the District buildings are being used for non-District events.		3D.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	3D.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	3D.4 10 Days OSS + Hearing (S)

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	3. ATTENDANCE INFRACTIONS	3.1	3.2	3.3	3.4
3E. UNAUTHORIZED AREA INTERMEDIATE	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. ***APPLICATION: WITHIN 1 SCHOOL YEAR: <i>First Offense: Discipline Level 1</i> <i>Second Offense: Discipline Level 2</i> <i>Third and Fourth Offense: Discipline Level 4 Hearing Referral.</i> NOTE: Repeated violations of infraction under Rule 3E offense may result in a punishment as authorized in Level 4.	3E.1 Restorative.	3E.2 1 to 2 Days ISS (E) OR 2 to 3 Days OSS (S)	3E.3 2 to 5 Days OSS (E) OR 4 to 9 Days OSS (S)	
3F. UNAUTHORIZED ENTRY MODERATE	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. APPLICATION: <i>Level 4 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>	3F.1 Restorative.	3F.2 1 to 2 Days ISS (E) OR 2 to 3 Days OSS (S)	3F.3 2 to 5 Days OSS (E) OR 4 to 9 Days OSS (S)	3F.4 10 Days OSS + Hearing (S)
CODE AND TITLE	4. BULLYING / HARASSMENT INFRACTIONS	4.1	4.2	4.3	4.4
4A. BULLYING SERIOUS	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 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: • 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. Bullying applies to acts which occur on school property or through school technology resources. 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 ***APPLICATION: WITHIN 1 SCHOOL YEAR: First Offense: Discipline Level 1 Second Offense: Discipline Level 2 Third and Fourth Offense: Discipline Level 4 Hearing Referral. NOTE: Repeated violations of infraction under Rule 4A offense may result in a punishment as authorized in Level 4.	4A.1 Restorative.	4A.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	4A.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	4A.4 10 Days OSS + Hearing (S)

CODE AND TITLE	4. BULLYING / HARASSMENT INFRACTIONS	4.1	4.2	4.3	4.4
4B. CYBERBULLYING SERIOUS	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: 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. <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> ***APPLICATION: WITHIN 1 SCHOOL YEAR: First Offense: Discipline Level 1 Second Offense: Discipline Level 2 Third and Fourth Offense: Discipline Level 4 Hearing Referral. NOTE: Repeated violations of infraction under Rule 4B offense may result in a punishment as authorized in Level 4.	4B.1 Restorative.	4B.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	4B.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	4B.4 10 Days OSS + Hearing (S)
4C. HARASSMENT MODERATE	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: • 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 ***APPLICATION: WITHIN 1 SCHOOL YEAR: First Offense: Discipline Level 1 Second Offense: Discipline Level 2 Third and Fourth Offense: Discipline Level 4 Hearing Referral. NOTE: Repeated violations of infraction under Rule 4C offense may result in a punishment as authorized in Level 4.	4C.1 Restorative.	4C.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	4C.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	4C.4 10 Days OSS + Hearing (S)

CODE AND TITLE	4. BULLYING / HARASSMENT INFRACTIONS	4.1	4.2	4.3	4.4
4D. OFFENSIVE MATERIAL MODERATE	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 Materials deemed to be in violation of the Children's Internet Protection Act must be reported to school police. ***APPLICATION: WITHIN 1 SCHOOL YEAR: First Offense: Discipline Level 1 Second Offense: Discipline Level 2 Third and Fourth Offense: Discipline Level 4 Hearing Referral. NOTE: Repeated violations of infraction under Rule 4D offense may result in a punishment as authorized in Level 4.	4D.1 Restorative.	4D.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	4D.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	4D.4 10 Days OSS + Hearing (S)
4E. STALKING SERIOUS	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 APPLICATION: 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.	4E.1 Restorative.	4E.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	4E.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	4E.4 10 Days OSS + Hearing (S)
4F. TEASING / TAUNTING MINOR	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.	4F.1 Restorative.	4F.2 Restorative.	4F.3 Restorative.	
4G. VIOLATION OF NO CONTACT AGREEMENT MODERATE	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. APPLICATION: <i>Behaviors that implicate Title IX (as implemented) will be handled pursuant to the District's Title IX Grievance Policy.</i>	4G.1 Restorative.	4G.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	4G.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	4G.4 10 Days OSS + Hearing (S)

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	5. BUS RELATED INFRACTIONS	5.1	5.2	5.3	5.4
5A. BUS ELECTRONIC DISTRACTIONS / CELL PHONE INTERMEDIATE	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. 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>	5A.1 Restorative.	5A.2 1 to 2 Days ISS (E) OR 2 to 3 Days OSS (S)	5A.3 2 to 5 Days OSS (E) OR 4 to 9 Days OSS (S)	
5B. BUS EMERGENCY EXITS INTERMEDIATE	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. 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>	5B.1 Restorative.	5B.2 1 to 2 Days ISS (E) OR 2 to 3 Days OSS (S)	5B.3 2 to 5 Days OSS (E) OR 4 to 9 Days OSS (S)	
5C. BUS SAFETY HAZARD MODERATE	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. 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>	5C.1 Restorative.	5C.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	5C.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	5C.4 10 Days OSS + Hearing (S)
5D. BUS UNAUTHORIZED ENTRY OR EXIT INTERMEDIATE	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. 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>	5D.1 Restorative.	5D.2 1 to 2 Days ISS (E) OR 2 to 3 Days OSS (S)	5D.3 2 to 5 Days OSS (E) OR 4 to 9 Days OSS (S)	

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	6. DISHONESTY INFRACTIONS	6.1	6.2	6.3	6.4
6A. ACADEMIC DISHONESTY INTERMEDIATE	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. APPLICATION: <i>Within 1 School Year:</i> <i>First Offense: Discipline Levels 1</i> <i>Second Offense: Discipline Levels 2</i> <i>Third Offense: Discipline Level 3</i> <i>Fourth Offense: Level 4 Hearing Referral.</i> NOTE: Repeated violations of infraction under Rule 6A may result in a punishment as authorized in Level 4.	6A.1 Restorative.	6A.2 1 to 2 Days ISS (E) OR 2 to 3 Days OSS (S)	6A.3 2 to 5 Days OSS (E) OR 4 to 9 Days OSS (S)	
6B. TAMPERING WITH EVIDENCE INTERMEDIATE	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</i> <i>Second Offense: Discipline Levels 2</i> <i>Third Offense: Discipline Level 3</i> <i>Fourth Offense: Level 4 Hearing Referral.</i> NOTE: Repeated violations of infraction under Rule 6B may result in a punishment as authorized in Level 4.	6B.1 Restorative.	6B.2 1 to 2 Days ISS (E) OR 2 to 3 Days OSS (S)	6B.3 2 to 5 Days OSS (E) OR 4 to 9 Days OSS (S)	
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 Restorative.	6C.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	6C.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	6C.4 10 Days OSS + Hearing (S)
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 Restorative.	6D.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	6D.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	6D.4 10 Days OSS + Hearing (S)
CODE AND TITLE	7. DISRUPTIVE BEHAVIOR INFRACTIONS	7.1	7.2	7.3	7.4
7A. HORSEPLAY MINOR	No student shall engage in horseplay, rough play or boisterous activities.	7A.1 Restorative.	7A.2 Restorative.	7A.3 Restorative.	

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	7. DISRUPTIVE BEHAVIOR INFRACTIONS	7.1	7.2	7.3	7.4
7B. GAMBLING INTERMEDIATE	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 Restorative.	7B.2 1 to 2 Days ISS (E) OR 2 to 3 Days OSS (S)	7B.3 2 to 5 Days OSS (E) OR 4 to 9 Days OSS (S)	
7C. STUDENT INCIVILITY / INSUBORDINATION MODERATE	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).	7C.1 Restorative.	7C.2 1 to 2 Days ISS (E) OR 2 to 3 Days OSS (S)	7C.3 2 to 5 Days OSS (E) OR 4 to 9 Days OSS (S)	
7D. OFFENSIVE LANGUAGE / GESTURES INTERMEDIATE	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.	7D.1 Restorative.	7D.2 1 to 2 Days ISS (E) OR 2 to 3 Days OSS (S)	7D.3 2 to 5 Days OSS (E) OR 4 to 9 Days OSS (S)	
7E. PUBLIC DISPLAYS OF AFFECTION MINOR	No student shall be engaged in consensual amorous kissing, touching, other inappropriate displays of affection.	7E.1 Restorative.	7E.2 1 to 2 Days ISS (E) OR 3 Days ISS (S)	7E.3 3 Days ISS (E) OR 1 to 3 Days OSS (S)	

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	7. DISRUPTIVE BEHAVIOR INFRACTIONS	7.1	7.2	7.3	7.4
7F. TERRORISTIC THREAT(S) 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. APPLICATION (NEW): <i>Social Worker must complete Threat Assessment to determine.</i>	7F.1 Restorative.	7F.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	7F.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	7F.4 10 Days OSS + Hearing (S)
7G. THREAT(S) MODERATE	No student shall threaten, either verbally, in writing, electronically, or by physical presence, expressed or implied, or conspire to cause harm to another person. ***APPLICATION: WITHIN 1 SCHOOL YEAR: First Offense: Discipline Level 1 Second Offense: Discipline Level 2 Third and Fourth Offense: Discipline Level 4 Hearing Referral. NOTE: Repeated violations of infraction under Rule 7G offense may result in a punishment as authorized in Level 4.	7G.1 Restorative.	7G.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	7G.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	7G.4 10 Days OSS + Hearing (S)
7H. SELLING / DISTRIBUTING UNAUTHORIZED ITEM MODERATE	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 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	7H.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	7H.4 10 Days OSS + Hearing (S)
7I. CLASS / SCHOOL DISRUPTION MODERATE	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: Within 1 School Year: First Offense: Discipline Level 1 Second Offense: Discipline Level 2 Third Offense: Discipline Level 3 Fourth Offense: Level 4 Hearing Referral NOTE: Repeated violations of infraction under Rule 7I may result in a punishment as authorized in Level 4.	7I.1 Restorative.	7I.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	7I.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	7I.4 10 Days OSS + Hearing (S)

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	7. DISRUPTIVE BEHAVIOR INFRACTIONS	7.1	7.2	7.3	7.4
7J. UNAUTHORIZED ITEM MODERATE	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. ***APPLICATION: WITHIN 1 SCHOOL YEAR: First Offense: Discipline Level 1 Second Offense: Discipline Level 2 Third and Fourth Offense: Discipline Level 4 Hearing Referral. NOTE: Repeated violations of infraction under Rule 7J offense may result in a punishment as authorized in Level 4.	7J.1 Restorative.	7J.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	7J.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	7J.4 10 Days OSS + Hearing (S)
7K. UNAUTHORIZED SCHOOL WALKOUT INTERMEDIATE	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 Restorative.	7K.2 1 to 2 Days ISS (E) OR 2 to 3 Days OSS (S)	7K.3 2 to 5 Days OSS (E) OR 4 to 9 Days OSS (S)	
CODE AND TITLE	8. GANG RELATED INFRACTIONS	8.1	8.2	8.3	8.4
8A. GANG: DISPLAYING GANG AFFILIATION MODERATE	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 Restorative.	8A.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	8A.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	8A.4 10 Days OSS + Hearing (S)

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	8. GANG RELATED INFRACTIONS	8.1	8.2	8.3	8.4
8B. GANG: ENGAGING IN GANG ACTIVITY MODERATE	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. 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.	8B.1 Restorative.	8B.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	8B.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	8B.4 10 Days OSS + Hearing (S)
8C. GANG: RECRUITING / SOLICITING MODERATE	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. 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.	8C.1 Restorative.	8C.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	8C.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	8C.4 10 Days OSS + Hearing (S)
CODE AND TITLE	9. ACTS AGAINST OTHERS INFRACTIONS	9.1	9.2	9.3	9.4
9A. ASSAULT MODERATE	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. APPLICATION: <i>Within 1 School Year:</i> First Offense: Discipline Level 1 Second Offense: Discipline Level 2 Third Offense: Discipline Level 3 Fourth Offense: Level 4 Hearing Referral NOTE: Repeated violations of infraction under Rule 9A may result in a punishment as authorized in Level 4.	9A.1 Restorative.	9A.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	9A.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	9A.4 10 Days OSS + Hearing (S)
9B. ASSAULT OF SCHOOL EMPLOYEE SERIOUS	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. APPLICATION: Mandatory Discipline Hearing unless the hearing is waived by the victim/employee and the victim/employee signs the waiver form.			9B.3 1 to 5 Days ISS (E) OR 4 to 9 Days OSS (E)	9B.4 10 Days OSS + Hearing (S)

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	9. ACTS AGAINST OTHERS INFRACTIONS	9.1	9.2	9.3	9.4
9C. BATTERY SERIOUS	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 APPLICATION: <i>Within 1 School Year:</i> <i>First Offense: Discipline Level 1</i> <i>Second Offense: Discipline Level 2</i> <i>Third Offense: Discipline Level 3</i> <i>Fourth Offense: Level 4 Hearing Referral</i> NOTE: Repeated violations of infraction under Rule 9C may result in a punishment as authorized in Level 4.	9C.1 Restorative.	9C.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	9C.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	9C.4 10 Days OSS + Hearing (S)
9D. BATTERY OF SCHOOL EMPLOYEE SERIOUS	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. APPLICATION: Battery of School Employee requires a mandatory discipline hearing unless such hearing is waived by the victim Employee			9D.3 1 to 5 Days ISS (E) OR 4 to 9 Days OSS (E)	9D.4 10 Days OSS + Hearing (S)
9E. BATTERY OF AN EMPLOYEE CAUSING PHYSICAL HARM SERIOUS	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. 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). 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).				9E.4 10 Days OSS + Hearing (S)
9F. CONSENSUAL BODILY HARM / HAZING SERIOUS	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.	9F.1 Restorative.	9F.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	9F.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	9F.4 10 Days OSS + Hearing (S)

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	9. ACTS AGAINST OTHERS INFRACTIONS	9.1	9.2	9.3	9.4
9G. FIGHTING SERIOUS	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. APPLICATION: Physical contact which causes significant injury will result in a Level 3 disciplinary response being imposed. APPLICATION: <i>Within 1 School Year:</i> First Offense: Discipline Level 1 Second Offense: Discipline Level 2 Third Offense: Discipline Level 3 Fourth Offense: Level 4 Hearing Referral NOTE: Repeated violations of infraction under Rule 9G may result in a punishment as authorized in Level 4.	9G.1 Restorative.	9G.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	9G.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	9G.4 10 Days OSS + Hearing (S)
9H. FIGHTING: GROUP SERIOUS	Mutual engagement in a physical altercation with two or more people on each side unless such physical contact or physical harms were in self-defense as provided by OCGA § 16-3-21. APPLICATION: Physical contact which causes significant injury will result in a Level 4 disciplinary response being imposed. <i>Within 1 School Year:</i> First Offense: 3-10 days and possible referral to disciplinary hearing. Second Offense: 10 days and discipline hearing.	9H.1 Restorative.	9H.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	9H.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	9H.4 10 Days OSS + Hearing (S)
9I. FORCEFULLY ABDUCT / TRANSPORT / DETAIN A PERSON SERIOUS	No student shall forcefully abduct, transport, and/or detain a person against his/her will.	9I.1 Restorative.	9I.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	9I.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	9I.4 10 Days OSS + Hearing (S)
CODE AND TITLE	10. OFF-CAMPUS INFRACTIONS	10.1	10.2	10.3	10.4
10A. OFF CAMPUS OFFENSE SERIOUS	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. 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.				10A.4 10 Days OSS + Hearing (S)

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	11. PROPERTY RELATED INFRACTIONS	11.1	11.2	11.3	11.4
11A. ARSON MODERATE	No student shall intentionally damage or attempt to damage any real or personal property by fire or incendiary device.	11A.1 Restorative.	11A.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	11A.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	11A.4 10 Days OSS + Hearing (S)
11B. BURGLARY MODERATE	Unlawful or unauthorized forceful entry into a school building or vehicle (with or without intent to commit theft or a felony therein).	11B.1 Restorative.	11B.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	11B.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	11B.4 10 Days OSS + Hearing (S)
11C. DAMAGE TO PROPERTY MODERATE	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. Within 1 School Year: First Offense: Discipline Level 1 Second Offense: Discipline Level 2 Third Offense: Discipline Level 3 Fourth Offense: Level 4 Hearing Referral NOTE: Repeated violations of infraction under Rule 11C may result in a punishment as authorized in Level 4.	11C.1 Restorative.	11C.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	11C.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	11C.4 10 Days OSS + Hearing (S)
11D. RECEIPT OF STOLEN PROPERTY MODERATE	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 Restorative.	11D.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	11D.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	11D.4 10 Days OSS + Hearing (S)
11E. ROBBERY MODERATE	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.1 Restorative.	11E.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	11E.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	11E.4 10 Days OSS + Hearing (S)

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	11. PROPERTY RELATED INFRACTIONS	11.1	11.2	11.3	11.4
11F. THEFT MODERATE	No student shall intentionally steal property belonging to another person or entity. ***APPLICATION: WITHIN 1 SCHOOL YEAR: First Offense: Discipline Level 1 Second Offense: Discipline Level 2 Third and Fourth Offense: Discipline Level 4 Hearing Referral. NOTE: Repeated violations of infraction under Rule 11F offense may result in a punishment as authorized in Level 4.	11F.1 Restorative.	11F.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	11F.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	11F.4 10 Days OSS + Hearing (S)
CODE AND TITLE	12. SCHOOL DRESS CODE INFRACTIONS	12.1	12.2	12.3	12.4
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: 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. 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 Restorative.	12A.2 Restorative.	12A.3 Restorative.	
CODE AND TITLE	13. SEXUAL OFFENSE	13.1	13.2	13.3	13.4
13A. INDECENT EXPOSURE (SELF / OTHERS) MODERATE	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 4 Discipline must be applied for Exposure of Others. Mandatory Hearing Referral.		13A.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	13A.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	13A.4 10 Days OSS + Hearing (S)
13B. SEXUAL ACTIVITY MODERATE	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 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	13B.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	13B.4 10 Days OSS + Hearing (S)

CODE AND TITLE	DEFINITION / EXAMPLES / APPLICATIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	13. SEXUAL OFFENSE	13.1	13.2	13.3	13.4
13C. SEXUAL BATTERY MODERATE	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 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 4 Discipline and Hearing Referral mandatory at the first offense involving penetration and in some additional circumstances.		13C.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	13C.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	13C.4 10 Days OSS + Hearing (S)
13D. SEXUAL HARASSMENT MODERATE	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 APPLICATION: Contact the Discipline Office, Safety and Security and the Associate Superintendent. Level 4 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.		13D.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	13D.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	13D.4 10 Days OSS + Hearing (S)
13E. INVASION OF PRIVACY (NEW) MODERATE	No student shall invade privacy. Invasion of privacy includes, entering, peeking, peeping and/or looking into a bathroom stall, urinal, shower, changing area, or any other space an individual has a reasonable expectation of privacy. It does not matter if the purpose of such behavior was sexual in nature or for a joke/prank. This rule may also include the unauthorized disclosure of private information, photographs, or personal information. Behaviours that implicate Title IX regulations (as implemented) will be managed as discussed in www.atlantapublicschools.us/titleix APPLICATION: Contact the Discipline Office, Safety and Security and the Associate Superintendent. Level 4 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. Within 1 School Year: First Offense: Discipline Level 1 Second Offense: Discipline Level 2 Third Offense: Discipline Level 3 Fourth Offense: Level 4 Hearing Referral NOTE: Repeated violations of infraction under Rule 13E may result in a punishment as authorized in Level 4.		13E.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	13E.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	13E.4 10 Days OSS + Hearing (S)

13F. SEXUAL MOLESTATION SERIOUS	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 APPLICATION: Contact the Discipline Office, Safety and Security and the Associate Superintendent. Hearing Referral is Not Mandatory but may be applicable in some circumstances.		13F.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	13F.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	13F.4 10 Days OSS + Hearing (S)
CODE AND TITLE	DEFINITION AND EXAMPLES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	14. TECHNOLOGY INFRACTIONS	14.1	14.2	14.3	14.4
14A. AUDIO OR VIDEO RECORDING MODERATE	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. APPLICATION: Behaviors that implicate Title IX (as implemented) will be handled pursuant to the District's Title IX Grievance policy. Within 1 School Year: First Offense: Discipline Level 1 Second Offense: Discipline Level 2 Third Offense: Discipline Level 3 Fourth Offense: Level 4 Hearing Referral NOTE: Repeated violations of infraction under Rule 14A may result in a punishment as authorized in Level 4.		14A.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	14A.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	14A.4 10 Days OSS + Hearing (S)
14B. PIRACY MODERATE	Students will not copy computer programs, software or other technology provided by APS for personal use. Downloading unauthorized files is strictly prohibited.		14B.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	14B.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	14B.4 10 Days OSS + Hearing (S)

14C. TECHNOLOGY / COMPUTER MISUSE MODERATE	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. Multiple and/or prior infractions could lead to increased consequences Behaviors that implicate Title IX regulations (as implemented) will be handled pursuant to the District's Title IX policy. APPLICATION: Within 1 School Year: First Offense: Discipline Level 1 Second Offense: Discipline Level 2 Third Offense: Discipline Level 3 Fourth Offense: Level 4 Hearing Referral NOTE: Repeated violations of infraction under Rule 14C may result in a punishment as authorized in Level 4.		14C.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	14C.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	14C.4 10 Days OSS + Hearing (S)
14D. MISUSE OF ARTIFICIAL INTELLIGENCE (AI) GENERATED OF FALSE IMAGES MODERATE	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.		14D.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	14D.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	14D.4 10 Days OSS + Hearing (S)
14E. DISTRIBUTION OF INAPPROPRIATE MATERIALS VIA TECHNOLOGY MODERATE	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.		14E.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	14E.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	14E.4 10 Days OSS + Hearing (S)

14F. PROHIBITED USE OF CELL PHONE MINOR	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. 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. FIRST VIOLATION: Verbal warning. 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. 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. 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.	14F.1 Restorative.			
CODE AND TITLE	DEFINITION AND EXAMPLES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	15. WEAPONS CATEGORY I	15.1	15.2	15.3	15.4
15A. WEAPONS CATEGORY I SERIOUS	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. 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. APPLICATION: Mandatory Report to Law Enforcement, Cluster Superintendent, and Mandatory Report to the Office of Student Discipline. 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.				15A.4 10 Days OSS + Hearing (S)

CODE AND TITLE	DEFINITION AND EXAMPLES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	16.WEAPONS-CATEGORY II AND OTHER HAZARDOUS ITEMS (INTENT PLAYS A ROLE)	16.1	16.2	16.3	16.4
16A. WEAPONS CATEGORY II MODERATE	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. APPLICATION: Mandatory Report to law enforcement and mandatory Report to Office of Student Discipline. Intent should be considered when determining the level of discipline.	16A.1 Restorative.	16A.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	16A.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	16A.4 10 Days OSS + Hearing (S)
CODE AND TITLE	17. WEAPONS-CATEGORY III (INTENT PLAYS A ROLE)	17.1	17.2	17.3	17.4
17A. WEAPONS CATEGORY III MODERATE	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. (NEW) Additional Dangerous Instruments prohibited under this include ammunitions, BBs, paint pellets, fireworks, matches, lighters, stink bombs, and smoke bombs. 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. APPLICATION: Mandatory Report to law enforcement. Elevated discipline based upon student intent.	16A.1 Restorative.	16A.2 1 to 2 Days OSS (E) OR 3 to 5 Days OSS (S)	16A.3 3 to 9 Days OSS (E) OR 4 to 9 Days OSS (S)	16A.4 10 Days OSS + Hearing (S)

Part XVI — References

Key Policy and Resource References

- Drew Charter School website: <https://www.drewcharterschool.org/>
- Atlanta Public Schools Student Handbook and Student Code of Conduct: <https://www.atlantapublicschools.us/about/departments/teaching-learning/student-handbook>
- Atlanta Public Schools Title IX webpage: <https://www.atlantapublicschools.us/about/departments/division-of-schools/student-services/title-ix>
- Drew Campus Safety page: <https://www.drewcharterschool.org/students-families/safety>
- Drew Dining webpage: <https://www.drewcharterschool.org/students-families/student-services/nutrition>
- Infinite Campus Parent Portal: <https://www.drewcharterschool.org/login-help>
- Enrollment and withdrawal forms: <https://www.drewcharterschool.org/resources/registrars-corner>
- Student health and medication forms: <https://www.atlantapublicschools.us/about/departments/division-of-schools/health-services/student-health-forms>