



Charles R. Drew Charter School

Senior Academy
Student & Family Handbook

2018-2019





A Message from the Principal and the Board Chair:

Thank you for your enrollment in Drew Charter School. Whether this is your 1st or 14th year, we are thrilled to welcome you to our family, and we are honored to have the opportunity to educate your child!

This year's welcome is especially exciting, as we are inviting you to help us write the next chapter of our collective history.

At Drew, we have always had a commitment to academic excellence that distinguished us as one of the highest performing schools in the region. We continue to offer a wide array of enrichment opportunities from Robotics to Harp, that engage our students and give them real-world, practical applications for acquired skills.

However, now that our innovative cradle to college pipeline is firmly established by two impressive graduating classes and our foundational investments in STEAM Curricula and Project Based Learning are flourishing, we realize that we have a powerful opportunity to invest in our school community and culture.

With this 2018-2019 school year we want to continue to provide exceptional programming like our Literacy Center, Our R.I.S.E After School Program, and our Gifted and High Achieving Program - all of which rank among the state's best - but we also want to create new opportunities and programs that help us to do three things:

- Increase the sense of connection and fellowship between all constituencies of the Drew Family;
- Create a climate in which all members of the Drew Family feel visible, cared for, and capable of working collaboratively; and
- Nurture the school's vibrant, racial, cultural, and socioeconomic diversity, while supporting its capacity to meet the varied needs of this community.

We are proud of our many accomplishments over the last 18 years and specifically of the work we have done with the East Lake Foundation to make a meaningful and lasting contribution to East Lake.

However, we are particularly excited at this point in our history to be dreaming of and building the Drew of the next 20 years - a Drew that is compassionate, innovative, and transformative, a Drew that takes great pride in being the home where all of our children build their bright futures.

We look forward to a fun and excellent year with you and your student.

In service for children,

Don Doran
Principal

Cynthia Kuhlman, Ph.D.
Board Chair

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

2018-2019 Faculty Staff Roster

Administrative & Leadership Teams:

Don Doran, Head of School (HOS)
Charisse Richardson, Director of Strategy
Peter McKnight, SA Principal
Keisha Hancock, K-12 Dean of Academics
Kendrick L. Myers, SA Dean of Students
Rachel Weaver, Director of College and Career Readiness
Okorie Johnson, Director of Culture and Equity
Hannah Page, Director of Research, Data, and Analysis
Lindsey James Luczynski, Director of Strategic Partnership
Tanya Shannon, Director of Talent (DOT)
Courtney Bryant, STEAM Project Manager
Tracy Henderson-Edwards, Athletic Director (AD)

Front Office and Business Office Personnel

Curtis Augustin, Director of Technology
Eric Washington, Technology Specialist
Erik Herring, Technology Specialist
Sydney Buchanan, Technology Specialist
Matthew Berenson, Controller
Cenobia Hilton, Accounts Payable
Constance Nunnally, Payroll Analyst
Douglas Bryant, Finance Business Manager
Sherrecia Jones, Human Resources Analyst
Sri Nagendran, Yates Campus Building Engineer
Michael Campbell, Yates Campus Engineer
Don Evans, Maintenance Support
Shaun Anderson, Sound & Stage Technician
Kyna Mills, JA/SA Registrar
Aysia Woods-Livingston, SA Administrative Assistant
Teresa Crooks, Yates Campus Receptionist

Support Personnel

Akil Rashid, Social Worker
Phillip Bridwell, School Resource Officer
Rob Richardson, 9th & 11th Counselor
Tara Davis, 10th & 12th Counselor
Emily Herman, College Counselor
Ashley Young, College Counselor
Michelle Stinson, Early College Support Liaison/College Persistence Counselor
Abby Mason, College Advising Corps Member/Scholarship Coordinator
Shameka Williams, JA/SA PBL Instructional Coach

Alicia McKenzie, SA ELA Coach
Emily Isbell, SA Math Coach
Linda Jordan, JA/SA Math Intervention Teacher
Tonya Ricks, JA/SA Media Specialist
Warnetta Brewton, JA Support Para/Bus Driver
Jamal Davis, JA/SA ISS
Makeba Williams, JA/SA Cafeteria Monitor
Sammy Martin, JA/SA Cafeteria Monitor
Chef Kate Smith, JA/SA Campus Cafeteria Manager

Ninth Grade

Trisha Klein, English Language Arts Teacher
Ariel McIntyre, Mathematics Teacher
Joey Konieczny, Science
Kenyatta Bennett, Social Studies Teacher
Jeffery Kitchen, Digital Technology
Tameka Allen, Spanish Teacher

Tenth Grade

Almena Mayes-Adams, English Language Arts Teacher
William Morrison, Mathematics Teacher
Joshay Simmons, Science Teacher
Amber Cain, Social Studies Teacher
Katherine Might-Zdradzinski, Spanish Teacher

Eleventh Grade

Antavious Baker, Drama
Shawn Canney, English Language Arts Teacher
Tasha Allen, Mathematics Teacher
LaTrice Woods, Science Teacher
Leslie Schaffer, Social Studies Teacher
Norma Casas, Spanish Teacher

Twelfth Grade

Christopher Prince, English Language Arts Teacher
Teresa Jackson, Mathematics Teacher
Christina Hood, Science Teacher
Maxim Wynn, Social Studies Teacher
Tameka Allen, Spanish Teacher

Department of Special Education & Student Support Services

Sarah Hecht 9th -10th Special Education
Chinnetta Buford-Duffie, 9th – 10th Special Education
Emmanuel Robinson, 9th- 10th Special Educatoin
Everette White, 11th Special Education
Charles Copp, 9-12th Academic Support Coordinator
Winsome Morgan, 12th Special Education
Andrea Wilder, 9th Special Education
Miz Holmes-Ferguson, JA/SA Special Education Lead Teacher
Juliet Karanja-Pinder, SST/RTI Intervention Specialist

Enrichment/Pathway Program

Jermel Byrd, 10th-12th Computer Science
Lynn Luster, JA/SA Engineering
Beth White, SA Engineering
Kimberly Vaughn, JA/SA Dance Teacher
Nina Pryor, JA/SA Band Teacher/Director
Javonte Sessoms, JA/SA Chorus Teacher
Antavious Baker, SA Drama Teacher
Aubrey Williams, JA/SA Drama Teacher
Angela Hairston, JA/SA Harp Teacher
Molly O’Roark, JA/SA Harp Teacher
Nivek Anderson, JA/SA Orchestra Teacher
Kevin Parker, JA/SA Photography
Lieu Nguyen, SA Visual Art Teacher
Renee Ruffin, JA/SA Visual Art Teacher
Jeff Dunovant, JA/SA Golf Teacher
Brittney Lott, JA/SA Golf Teacher
Tracy Edwards, JA/SA PE/Health Teacher/Athletic Director
William Harris, JA/SA PE/Health Teacher



DREW CHARTER SENIOR ACADEMY CALENDAR OF IMPORTANT DATES

Semester 1

<p>JULY</p> <ul style="list-style-type: none"> ➤ <i>July 23 Open House</i> ➤ <i>July 25 First Day of School</i> ➤ <i>July 27 Midnight Madness</i> ➤ <i>July 30 Blazer Ceremony</i>
<p>AUGUST</p> <ul style="list-style-type: none"> ➤ <i>August 3 Final day for schedule corrections/changes request</i> ➤ <i>August 24 Half-Day Parent Conferences</i>
<p>SEPTEMBER</p> <ul style="list-style-type: none"> ➤ <i>September 3 Labor Day</i> ➤ <i>September 12 Yearbook Pictures</i> ➤ <i>September 13 HBCU Night</i> ➤ <i>September 8 ACT Administration</i> ➤ <i>September 15th KIPP/Lovett/Westminster Fair</i> ➤ <i>September 24 Fall Festival (TENTATIVE)</i>
<p>OCTOBER</p> <ul style="list-style-type: none"> ➤ <i>October 6 SAT Administration</i> ➤ <i>October 9 Teacher Planning Day</i> ➤ <i>October 8-12 Fall Break</i> ➤ <i>October 16 FASFA Completion Night</i> ➤ <i>October 18 Report Cards Sent</i> ➤ <i>October 25 PSAT Administration (10th and 11th grade only)</i> ➤ <i>October 27 ACT Administration</i>
<p>NOVEMBER</p> <ul style="list-style-type: none"> ➤ <i>November 2 Half-Day Parent Conference Day</i> ➤ <i>November 3 SAT Administration</i> ➤ <i>November 17 Homecoming Dance</i> ➤ <i>November 19-23 Thanksgiving Break</i>
<p>DECEMBER</p> <ul style="list-style-type: none"> ➤ <i>December 1 SAT Administration</i> ➤ <i>December 8 ACT Administration</i> ➤ <i>December 17-20 Semester 1 Final Exams</i> ➤ <i>December 21-29 Winter Break</i>

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Semester 2

JANUARY

- *January 7 First day of 2nd semester*
- *January 21 MLK Day/Service Day Oglethorpe University*

FEBRUARY

- *February 1 Half-Day Parent Conference Day*
- *February 5-9 National School Counseling Week*
- *February 9 ACT Administration*
- *February 18-22 Inclement Weather Days*
- *February 21 Teacher Planning Day*

MARCH

- *March 4 College Fair*
- *March 9 SAT Administration*
- *March 25-29 College and Career Readiness Week*
- *March 29 Senior College Walk and SGA Day of Play*

APRIL

- *April 1-5 Spring Break*
- *April 13 ACT Administration*
- *April 22-30 Georgia Milestones Testing*

MAY

- *May 1-6 Georgia Milestone Testing*
- *May 3 Half-Day Parent Conference Day*
- *May 4 SAT Administration*
- *May 6-10 Teachers' Appreciation Week*
- *May 7 AP Spanish Language & Physics Exam*
- *May 9 AP Chemistry Exam*
- *May 10 AP US History Exam*
- *May 10 AP Studio Art Exam*
- *May 13 AP Biology*
- *May 13 College Decision Day*
- *May 14 AP Calculus Exam & AP Human Geography Exam*
- *May 15 AP English Language Exam*
- *May 16 AP World History Exam*
- *May 18, 4:00 Class of 2018 Graduation*
- *May 20-23 Spring Semester Final Exams*
- *May 23 Last Day of School*

JUNE

- *June 3 SAT Administration*
- *June 4-15 Rising Ninth Grade Summer Bridge Program*
- *June 10 ACT Administration*

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FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT NOTICE

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

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

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

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

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

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

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

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

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

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(5) The school may disclose appropriately designated "directory information" without written consent, unless you have advised the school to the contrary in accordance with school procedures. Disclosures of "directory information" relating to individual students will be made under limited circumstances without the written consent of the parent, legal guardian or eligible student. These circumstances include when directory information is posted in schools such as on displayed student work; when printed in school publications such as graduation programs, yearbooks or school playbills; in school communications for student recognition or information; when disclosed to the United States military; law enforcement entities; welfare agencies; colleges, universities and other postsecondary institutions; scholarship-granting organizations; and other entities as approved by the Superintendent or his/her designee.

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

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

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

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

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PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

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

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

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

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

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

Inspect, upon request and before administration or use –

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

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

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

Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution. Administration of any protected information survey not funded in whole or in part by ED.

Any non-emergency, invasive physical examination or screening as described above.

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

PARENTS' RIGHT TO KNOW

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

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

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

Child Abuse

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

Georgia law requires that school employees and volunteers immediately (or within 24 hours) report any suspected cases of child abuse or neglect. Once a report has been made, official representatives of DFCS have the right to come to the school to interview the child without parent notice or permission. Drew personnel are not permitted to discuss or share information about child abuse reports with parents/guardians. To report suspected child abuse, you may contact Drew's school social worker, school administrator, staff member, or DFCS Child Protective Center at 1-855-GACHILD / 1-855-422-4453 where reports are taken 24 hours a day, 7 days a week.

DREW NONDISCRIMINATION

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

Drew believes that all students are entitled to equal educational opportunities regardless of their race, color, religion, sex, citizenship, ethnic or national origin, age, disability, medical status, military status, veteran status, marital status, sexual orientation, gender identity or expression, genetic information, ancestry, or any legally protected status. No student shall be subjected to discrimination or harassment because of the student's race, color, religion, sex, citizenship, ethnic or national origin, age, disability, medical status, military status, veteran status, marital status, sexual orientation, gender identity or expression, genetic information, ancestry, or any legally protected status in any of Drew's education programs, activities, or practices. The board further recognizes its responsibility in accordance with applicable laws (Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) to ensure that all students have an equal opportunity to benefit from and participate in all programs and activities of the school system. Additionally, sexual harassment is a form of sex discrimination prohibited by Title IX. Drew is committed to upholding these laws and takes discriminatory behaviors seriously.

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

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

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

All inquiries and discrimination complaints filed with Drew Charter School (except in extenuating circumstances) are confidential to the fullest extent possible. Confidentiality also applies to the investigative process of all investigations conducted by Senior Academy administrators and the Office of Human Resources. All school personnel who have knowledge of the occurrence of discrimination should immediately make an appropriate report of the alleged misconduct to the appropriate principal, assistant principal, or to the Office of Human Resources.

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

Elementary Academy (Grades PK-5) Lower Campus 301 East Lake Boulevard Atlanta, GA 30317 Main Office: 404-687-0001 Fax: (404) 687-0480	Junior and Senior Academies (Grades 6-12) Yates Upper Campus 300 East Lake Boulevard Atlanta, GA 30317 Main Office: 470-355-1200 Fax: (404) 373-9207
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SCHOOL HISTORY

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

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

PURPOSE

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

VISION

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

MISSION

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

PHILOSOPHY

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

DREW CORE VALUES

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

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EDUCATIONAL APPROACH

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

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

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

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

WHAT IS A CHARTER SCHOOL?

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

ENROLLMENT

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

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Who is Eligible to Attend Drew?

Drew Charter School may only enroll students who live in the Atlanta Public Schools attendance zone. As a charter school, no children are zoned to attend the school, but priority enrollment is given to those residing in the East Lake community as follows:

The primary attendance zone for Drew Charter School shall be students residing in The Villages of East Lake. Students residing in the current Toomer Elementary School attendance zone shall be eligible for enrollment to fill any remaining space subject to a lottery (should demand for enrollment exceed available capacity). After accommodating students within the above mentioned attendance zones, remaining spaces shall be filled from the APS district by lottery as outlined in the Charter Schools Act of 1998 (O.C.G.A. § 20-2-2066). Notwithstanding the foregoing, admission to Drew shall be determined based on the Student Admission Policy.

Drew Charter School may enroll students who reside within the city limits of Atlanta and children of teachers and staff of the Charter School who do not live in the City of Atlanta.

Students Admissions Policy Drew Charter School shall hold a registration period (for the following school year) in February – April of each year. Parents/guardians seeking to enroll their children who do not currently attend Drew must register during the registration period. Parents/guardians of existing students must sign and return the enrollment letter at the end of the school year. Registered students shall be enrolled for the following school year subject to the following process:

1. Students who attended Drew Charter school during the previous school year;
2. Siblings of students who attended Drew Charter School during the previous school year;
3. Students residing in The Villages of East Lake Elementary attendance zone who did not attend Drew Charter School during the previous school;
4. Students residing in the East Lake and the Kirkwood attendance zones who did not attend Drew Charter School during the previous school year and the students of teachers and staff at Drew Charter School not falling under the 1-3 above, including children of teachers and staff who live outside of the City of Atlanta; and
5. Students residing outside the Drew Charter School attendance zone, but within the Atlanta Public Schools district.

Within each category listed above, if the number of registered students exceeds the available space, then the school shall hold a lottery to determine which students shall be enrolled in the school.

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

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list those applications received outside of the enrollment period. Openings created during the school year shall be filled from the waiting list.

Students enrolled for the following school year through the registration process outlined above must acknowledge the enrollment in writing (through a form prepared by Drew Charter School). If any enrolled student does not provide such written acknowledgement, the school shall deem this as a rejection and shall fill the vacant spot from the waiting list. By a date to be set by mutual agreement, each year Drew Charter School shall provide to APS a written list of enrolled students for the following school year

Custody

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

Change of Address

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

Grade Placement

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

Withdrawal from School

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

In situations where a custodial parent enrolls a child in school, that same parent should be the person who withdraws the child from school. However, the custodial parent who enrolled the child in school may give certified written permission to the school to allow a non-custodial parent to complete withdrawal procedures. A minor who is not emancipated may not drop out of school without the written permission of his/her parent/guardian. Prior to accepting such permission, the school shall schedule a conference with the student and parent/guardian to discuss the educational options available to the student and the consequences of not earning a high school diploma.

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

Drew Charter School may withdraw a student without parent/guardian permission as required and permitted by the Georgia State Board of Education Rules. This includes but is not limited to court/legal activity that disrupts the school environment or displaces the student from attending school.

PARENT AND STUDENT RESOURCES

Child Find

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

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

Homeless Children and Youth

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

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

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

To be considered eligible, to enroll, and for more information regarding homeless education services, contact the School Social Worker or the Homeless Liaison at 404-802-2245.

Home Schooling Attendance Reporting

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

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

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

Hospital Homebound

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

School Counselors

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

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

School Health Services

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

School Nutrition Program

Well-nourished students have higher test scores, increased school attendance, improved concentration, and improved classroom behavior. Students who are physically fit sleep better and are better able to handle the physical and emotional challenges that they encounter during the day. For more information visit <http://www.atlantapublicschoolsnutrition.us/>.

School Social Workers

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

SECTION 504 RIGHTS AND PROCEDURAL SAFEGUARDS

Notice of Rights of Students and Parents Under Section 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

For more information regarding Section 504, or if you have questions or need additional assistance, please contact the SST/RTI Specialist at Drew Charter School.

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

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

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

504 Procedural Safeguards

1. Overview:

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

2. Hearing Request:

The Request for Hearing must include the following:

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

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

3. Mediation:

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

4. Hearing Procedures:

- a. The SST/RTI Specialist will obtain an impartial review official who will conduct a hearing within 45 calendar days from the receipt of the grievant's Request for Hearing unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official.
- b. Upon a showing of good cause by the grievant or school system, the impartial review official, at his or her discretion, may grant a continuance and set a new hearing date. The request for a continuance must be in writing and copied to the other party.
- c. The grievant will have an opportunity to examine the child's educational records prior to the hearing.
- d. The grievant will have the opportunity to be represented by legal counsel at his or her own expense at the hearing and participate, speak, examine witnesses, and present information at the hearing. If the grievant is to be represented by legal counsel at the hearing, he or she must inform the SST/RTI Specialist of that fact in writing at least 10 calendar days prior to the hearing. Failure to notify the SST/RTI Specialist in writing of representation by legal counsel shall constitute good cause for continuance of the hearing.
- e. The grievant will have the burden of proving any claims he or she may assert. When warranted by circumstances or law, the impartial hearing officer may require the recipient to defend its position/decision regarding the claims (i.e., a recipient shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services

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cannot be achieved satisfactorily. 34C.F.R.§104.34). One or more Drew representatives, who may be an attorney, will attend the hearing to present the evidence and witnesses, respond to the grievant testimony and answer questions posed by the review official.

f. The impartial review official shall not have the power to subpoena witnesses, and the strict rules of evidence shall not apply to hearings. The impartial review official shall have the authority to issue pre-hearing instructions, which may include requiring the parties to exchange documents and names of witnesses to be present.

g. The impartial review official shall determine the weight to be given any evidence based on its reliability and probative value.

h. The hearing shall be closed to the public.

i. The issues of the hearing will be limited to those raised in the written or oral request for the hearing.

j. Witnesses will be questioned directly by the party who calls them. Cross-examination of witnesses will be allowed. The impartial review official, at his or her discretion, may allow further examination of witnesses or ask questions of the witnesses.

k. Testimony shall be recorded by court reporting or audio recording at the expense of the recipient. All documentation related to the hearing shall be retained by the recipient.

l. Unless otherwise required by law, the impartial review official shall uphold the action of school system unless the grievant can prove that a preponderance of the evidence supports his or her claim.

m. Failure of the grievant to appear at a scheduled hearing unless prior notification of absence was provided and approved by the impartial review official or just cause is shown shall constitute a waiver of the right to a personal appearance before the impartial review official.

5. Decision:

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

6. Review:

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

SCHOOL OPERATIONS

School Hours

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

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School Telephone and Student Cell Phone Use

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

School Visitors

All parents/guardians and other visitors, must enter through the front lobby, sign in at the front desk, and wear an identification tag.

Emergency Procedures

Charles R. Drew Charter School has developed a comprehensive safety plan that will be practiced throughout the school year. Students are expected to adhere to the proper protocol during all drills.

School Closing

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

Field Trips

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

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

Clubs, Organizations & Extracurricular Activities

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

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

Student Health Services

School Nurse

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

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

Medication

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

Sick Call

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

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

Cafeteria and Food Procedures

Breakfast and lunch will be available to all students daily. Students in grade 12 may have the privilege of having lunch in designated outside areas beyond the cafeteria. We encourage parents who provide their child's lunch to use these guidelines as they plan menus.

- Send students to school with lunch
- Pack lunches that can be stored in a locker or with the student
- Avoid sending carbonated beverages, candies, and large serving size of drinks, chips, food, etc.
- Drink machines may only be used at administrative approved times (not during class)

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

- Bring the lunch prior to the designated lunch period to the main office to sign in (students will not be called out of class)
- Pack and label lunch in a closed container (sack or lunchbox/bag)
- Bring lunch only for students for which you are a contact

- Lunches must be placed in cubby in cafeteria
- Parents/guardians are not permitted to meet their student in front of the school to deliver food, but must park, enter the building and sign in
- Please note that any lunches that arrive after the designated lunch period will remain in the cubby in the cafeteria until the end of the school day.
- Parents, guardians and students cannot have food delivered to the school.

Parents/Guardians and students are asked not to sell food before, during, or after the school day without permission from administration.

Contacting Staff Members

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

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

Parent-Teacher Conferences

Parents are encouraged to contact the school to arrange a parent-teacher conference when the parent would like more information about their child's performance at school. Teachers are not available for parent-teacher conferences during instructional time. Parents are encouraged to utilize the scheduled teacher conference day to address student issues. Each school has a scheduled conference day and the teachers remain at the school to talk with parents and guardians.

Classroom Observations

Classroom observations by parents/guardians can cause significant disruption to the learning environment and are generally not allowed. Requests for observations should be submitted in writing to the academy principal.

Locker Usage Procedures

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

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

5. Students are not allowed to decorate their lockers with permanent materials including, but not limited to stickers, paint and markers.

Student Driving and Parking Procedures

Parking on campus will be limited to juniors and seniors. Once students arrive on campus they should lock their vehicles and immediately leave them when they arrive. Loitering in the parking lot is strictly prohibited. Students are not to be in their cars or the parking area at any time during the day (including lunch periods and between classes) and cannot leave campus at any time without an approved check-out in the main office.

1. All students who drive and park on campus are required to apply for and receive a parking permit prior to driving to school (and immediately following any vehicle changes). Any lost or damaged hangtag will require a student to purchase another hangtag at regular price.
2. Any student operating a motor vehicle in the school area must have a valid driver's license, tag receipt, and insurance card.
3. Students are to park only in designated student parking lot and must comply with all parking signs or markings. All other parking lots are off limits during school hours (7:00-4:00). The following are NO PARKING areas:
 - a. Grass areas on campus
 - b. Curbs in front parking lot
 - c. Teacher parking lot
 - d. Handicap parking spots (unless the student has handicapped plate or hangtag)
4. Parking permits must always be displayed on the interior rearview mirror while on campus.
5. Any student who violates good, safe driving standards or who fails to abide by the school's driving/parking regulations may be forbidden to use his/her vehicle in the school area for an indefinite period of time and may be subject to disciplinary action.
6. The school reserves the right to make necessary adjustments to parking/ driving regulations. Refusal to observe these regulations could result in the revocation of parking and/or driving privileges and appropriate disciplinary action being taken.
7. The school assumes no responsibility for damages to vehicles parked on the campus

Lost and Found

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

Student Attendance Guidelines

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

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

Lawful Absences and Tardies

Excusable absences permitted by Georgia Board of Education attendance rules:

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

Absence Documentation Requirement

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

Unexcused Absences

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

Unexcused Tardy

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

Definition of being "In Attendance"

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

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

Early Dismissals

- No student is to leave campus without first being checked out through the main office. Students must be checked out by a parent, guardian or person included on the students' Early Dismissal Verification Form. Any individual checking a student out must have a valid picture ID.
- Only students who are 16 or older can be dismissed without a parent/guardian. In order to be dismissed early without a parent or guardian a student must submit a letter from a parent requesting an early dismissal to the main office. The letter must include the reason for leaving, method of transportation, time and a telephone number where a parent/guardian can be reached. In the event a parent cannot be reached, students will not be dismissed. All written requests must be turned into the secretary in the main office by 8:00 a.m. or upon arrival. Prior to dismissal, the student will be provided with a pass to be dismissed from class at the correct time. This pass should be shown to the teacher and to the campus receptionist, at the front door of the school as the student exits. Students that do not adhere to this policy will have to follow the above policy and a parent will have to be present.
- Although early dismissals are sometimes necessary, it is strongly recommended that parents/guardians not allow students to leave school early unless it is an absolute necessity. Classes are 90 minutes long and even one missed class can put a student significantly behind. To ensure minimal distractions with dismissal, in the event of an early dismissal, please pick students up **before 3:15 p.m.**

Early Drop Off

As a service to families, the school will provide supervision of students in the morning from 6:45 to 7:45 in the cafeteria and gym.

Late Pick Up

For their safety and protection, all students need to be picked up immediately following the school day or any extracurricular activity. The school day ends at 4:00 pm and there will be a 30-minute period for student pick-up. For all extracurricular activities, students should be picked up within 15 minutes of the end of the activity. Students who remain beyond these timeframes jeopardize their safety and place an undue burden on the school to provide supervision. Failure to adhere to this policy could result in the student losing the privilege to stay after school, fees, and the requirement to be picked immediately at the end of the school day.

Teenage/Adult Drivers Responsibility Act (TAADRA)

A student will be referred to the 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 (O.C.G.A. §40-5-22):

A non-compliant student is one who:

- A. Has dropped out of school without graduating and has remained out of school for ten consecutive school days;
- B. Has ten 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

- C. 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::
- D. Threatening, striking, or causing bodily harm to a teacher or other school personnel;
- E. Possession or sale of drugs or alcohol on school property or at a school sponsored event;
- F. Possession or use of a weapon on school property or at a school sponsored event. (The term weapon is defined by Georgia Code Section 16-11-127.1 but shall not include any part of an archeological or cultural exhibit brought to school in connection with a school project.);
- G. Any sexual offense prohibited under Georgia law (Chapter 6 of Title 16);
- H. Causing substantial physical or visible bodily harm to or seriously disfiguring another person, including another student.

Make-up Work

Students are responsible for all work missed when absent from school. Immediately upon returning to school, the student must arrange with his/her teacher to make up all work (assignments, tests, projects, etc.). Students will have three school days (not class days) to submit all missing or make up assignments for full credit. After three days students may not receive full credit for the Agency points assigned to an assignment. Teachers may also establish deadlines before the end of grading periods after which students are no longer eligible to receive any credit. For extended absences, the student and/or family should contact teachers to establish a timeframe for submitting missed assignments.

Absences During Final Exams

The schedule for final exams is included in the calendar above and will be communicated via various channels. Please make every effort not to schedule absences during these assessments. Students who miss final exams for the “lawful” excuses describe above, will be eligible to take them at a later date. Requests to take final exams early or late will only be granted in very limited circumstances and after a written request has been submitted to the principal at least two weeks in advance of the exam.



STUDENT CODE OF CONDUCT

Behavioral Norms

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

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

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

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

School Norms

Honor Trust	Show Respect	Act Responsibly	Present Professionally
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These norms apply while students are at school, while traveling to and from school or any school-sponsored event and while participating in any school sponsored event at home or away. These norms also apply in instances where a student’s actions outside of school affect the school’s ability to maintain an orderly, safe and positive learning environment. This is particularly important regarding the use of social media.

Examples of Norms Infractions

<u>Honor Trust</u>	<u>Show Respect</u>	<u>Act Responsibly</u>	<u>Present Professionally</u>
Visiting a non-instructional website during class	Use of inappropriate language	Not bringing materials to class	Wearing uniform inappropriately
Lying to a staff member	Disrupting a presentation in class	Repeatedly being late to class	Not wearing school uniform

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

Leaving campus without permission	Posting insulting, derogatory or threatening information on social media	Not following safety drills or guidelines	Disrupting a presentation or school assembly
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Student Grievance Procedure

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

- Wait he/she until emotionally calm and respectfully speak with the other person in private and outside of instructional time about the issue
- Write a respectful letter/note/email to the other person describing concerns

If, after some or all of these steps have been followed, the issue has not been resolved, the student should address the concern to the staff in the following order:

1. Advisor
2. Grade-Level Counselor
3. Dean of Students
4. Principal
5. Head of Schools

Dress Code and Uniform Policy

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

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

	Boys	Girls
Shirt	Solid white button-down shirts tucked into the pants and an official Drew Senior Academy necktie	Solid white button-down shirts with a sleeve, straight-cut or tucked-in, with an official Drew Senior Academy necktie or cross-tie
Pants and Skirts	Solid khaki pants or shorts worn at the waist with a neutral color belt	Solid khaki or official Drew plaid skirts worn no more than three inches above the knee (Solid white, black, brown, gray or navy tights may be worn with a uniform skirt) or Solid khaki pants or shorts worn no more than three inches above the knee (Pants, shorts and skirts with belt-loops must be worn with a black or brown belt)
(Cargo pants and cargo shorts are not allowed)		
Shoes and Socks	Any closed toe and school appropriate shoe (no slides or flip Flops) that will not distract from the learning environment (no bright or neon colors)*	
Hair	All hair and facial hair should be neatly groomed with respect to cultural norms.	All hair should be neatly groomed with respect to cultural norms.
Jackets and Sweaters	Students are encouraged to wear their official Drew Senior Academy blazer every day and may be required to wear it for particular events. Students may also wear the following: <ul style="list-style-type: none"> • Outerwear purchased from Tommy Hilfiger School Uniforms, specifically: the V-Neck Sweater, Cardigan Sweater, the V-Neck Pullover Sweater Vest and the Polar Fleece Zip Front Jacket • Official Drew letterman jackets purchased from Creative Keystrokes (http://www.creativekeystrokes.net) • Official Drew athletic zip-up jackets purchased as part of participation in a sport • Forest Green or White V-neck Sweater or Cardigan Sweater All other outerwear, including but not limited to jackets, vests, sweatshirts, hoodies and shooting shirts, regardless of whether or not they are Drew items, should be stored during the school day.	
Other	<ul style="list-style-type: none"> • Jeans Passes may be issued as a reward or incentive. Students with jeans passes are encouraged, but not required to wear a Drew spirit wear (t-shirt, jacket, sweatshirt, etc). Students may wear jeans, cargo pants or other appropriate style pants without holes or rips, but may not wear sweatpants, leggings or tights. Students may also wear sneakers, but not flip-flops or slides. • When approved by the administration select team and spirit clothing may be allowed on particular school days. 	
<ul style="list-style-type: none"> • All accessories should be consistent with the formal and professional spirit of the uniform policy. • Head coverings are only allowed for religious reasons inside of the school building. • Underwear, lingerie, bare cleavage, shoulders, midriffs, backs or hips should be covered at all times. 		
Uniform clothing can be purchased on-line w/ Tommy Hilfiger School Uniforms using the sites below. <ul style="list-style-type: none"> • http://www.globalschoolwear.com/ 		

*Student Requested and Honored Uniform Change

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

SCHOOL PRANKS AND VANDALISM

As a community, we value our facility and are appreciative of the learning environment that it affords our students. Therefore, we want to be sure that everyone understands that all expressions and or actions of class/school must fall within the guidelines of this handbook. Students identified as trespassing on school grounds after or before the school day and identified as engaging in a prank or otherwise destroying school property will be turned over to the local police for prosecution, which could result in arrests and fines. These actions may also result in short-term suspension and referral to a disciplinary tribunal for long-term suspension or expulsion. In addition, if seniors are involved in any of these situations, they may not be allowed to participate in graduation exercises, and a letter may be attached to any letters of recommendation sent to colleges to advise them of this activity. Any other grade level may also lose privileges to participate in class events/fieldtrips/off-campus activities.

Location of Violations

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

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

Investigation of Misconduct

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

At an appropriate time during or after the investigation, the parent or guardian will be notified. However, if the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately. The principal or his/her designee should also immediately inform parents/guardians when students are removed from the school setting by emergency medical or law enforcement personnel.

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

Student Questioning by Officials

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

PROGRESSIVE DISCIPLINE

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

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

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

4.2. **Level 2 Discipline:** Level 2 discipline offenses are intermediate acts of misconduct. Level 2 offenses are generally MAJOR INFRACTIONS and are serious safety violations Major Infractions are addressed by administrators. Repeated (3 or more) violations of any Level 2 offense can result in that

violation being considered a Level 3 offense which may result in long term suspension/expulsion and may include a referral to the alternative school.

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

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

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

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

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

4.4.1. Classroom interventions (assigned seats, proximity control, nonverbal cues, etc.)

4.4.2. Teacher/student conference

4.4.3. School/parent contact

4.4.4. School/parent conference

4.4.5. Restorative practices (practices that repair harm, student circles, peace groups)

4.4.6. Determine root causes and functions of student misbehavior and respond appropriately

4.4.7. Teach, model, practice, and reinforce positive replacement behaviors

4.4.8. Provide special work assignment

4.4.10. Student warning

4.4.11. Encourage the student to complete a written reflection of incident and/or an apology for misbehavior

4.4.12. Provide student with an opportunity to process through the misconduct and to make a plan for how better choices can be utilized in the future

4.4.13. Provide choices for learning activities and behavior

4.4.14. Use student behavior strategies, progress reports, behavior contracts, and/or point sheets to assist student in recognizing misbehavior and understanding targeted appropriate behavior

4.4.15. Use goal setting paired with acknowledgment of improved behavior for individual student

4.4.18. Mentoring

- 4.4.19. Escort to and from class/change of class
- 4.4.20. Schedule change
- 4.4.21. Invitation for parental shadow
- 4.4.22. Require student to return property
- 4.4.23. Assign student to an approved supervised service to the school
- 4.4.24. Exclude the student from participating in extracurricular/co-curricular programs or activities (temporarily or permanently)
- 4.4.25. Utilize community and agency partners to provide additional support and resources to student to help improve behaviors
- 4.4.26. Recommend peer mediation support
- 4.4.27. Recommend conflict resolution support
- 4.4.28. Withhold or revoke student privilege(s)
- 4.4.29. Assign detention
- 4.4.30. Small group character-building, emotional management, decision-making, and social skills training
- 4.4.31. Refer student-to-student support services staff (Counselor, Social Worker)
- 4.4.32. Refer student to response to intervention (RTI) Specialist
- 4.4.33. Refer student-to-student support team (SST)
- 4.4.34. Give student a timeout with adult supervision
- 4.4.36. Conduct functional behavioral assessment (FBA) and, if student is eligible, develop a behavior

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

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

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

5.2.a	JA/SA	
Level 2 – 3	<i>Minimum</i>	<i>Maximum</i>
1st Offense	1 day OSS / Local Interventions	3 days OSS

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

2nd Offense	1 day OSS / Local Interventions	5 days OSS
3rd Offense +	5 days OSS / Local Interventions	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion

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

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

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

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

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

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

5.2.3 Selling/Distributing/Buying Drugs: No student shall buy, sell, or otherwise distribute or possess with intent to distribute or attempt to buy, sell, or otherwise distribute or possess with intent to distribute

alcoholic beverages, illegal drugs, inhalants, narcotics, hallucinogens, amphetamines, barbiturates, or marijuana, or any other substance listed under the Georgia Controlled Substances Act, or any substance falsely identified as such, or is believed by the purchaser to be an alcoholic beverage or illegal drug, narcotics, hallucinogens, amphetamines, barbiturates, or marijuana, or any other substance listed under the Georgia Controlled Substances Act.

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

5.3 ATTENDANCE VIOLATIONS

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

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

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

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

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

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

3rd Offense +	10 days OSS and a hearing referral with a recommendation of expulsion for 1 calendar year
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5.5 BULLETS, BB’S, PAINTBALL PELLETS: Students may not possess ammunition, BB’s, paint pellets, or CO₂ cartridges. These items are disruptive to the function of the school and may pose a safety risk.

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

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

If a student is found to have engaged in bullying or physical offense of another person on the school bus, a meeting shall be scheduled involving the parent or guardian of the student and appropriate school officials to form a school bus behavior contract for the student. Such contract shall provide for progressive age-appropriate discipline and restrictions for student misconduct on the bus. Contract provisions may include but shall not be limited to assigned seating, ongoing parental involvement, and suspension from riding the bus. This paragraph does not in any way limit or restrict the school system's ability to take additional action, including imposing disciplinary sanctions through and including permanent expulsion from the school system, as a result of the student's behavior.

5.7 PERSONAL COMMUNICATIONS/ELECTRONIC DEVICES: All students may possess mobile telephones and other personal electronic devices (PEDs) unless otherwise directed by school administration or school staff.

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

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

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

- First violation: Verbal warning.
- Second violation: The device will be confiscated and the telephone or device will be returned to the student. Parent/legal guardian will be notified.
- Third violation: The device will be confiscated and the telephone or device will be returned only to the parent/legal guardian who must schedule a conference at the school to retrieve the item.
- Fourth (or more) violation: The device will be confiscated and will result in the student's loss of the privilege of possessing a mobile telephone or PED on school property for one semester. Written notice will be mailed to the parent, and the telephone or device will be returned only to the parent/legal guardian who must schedule a conference at the school to retrieve the item.

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

5.7.3 Audio or Video Recording: Students shall not use audio or visual recording devices without the permission of a school administrator. This includes, but is not limited to, using recording devices to video, photograph or record misbehaviors or to violate the privacy of others. Any violation will result in the device being confiscated and will also result in the student's loss of the privilege of possessing a mobile telephone or PED on school property for one (1) calendar year. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-3 disciplinary responses for this offense. (See sections 4.1 - 4.4).

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

5.8 STUDENT INCIVILITY

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

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

NOTE: See 5.23.3 for offenses that occur with technology

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

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

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

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

5.9 DISRUPTION OF SCHOOL:

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

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

5.9.2 Trespassing: Students shall not be on the campus of a school in which they are not enrolled during that school’s hours or while that school is operational without permission from that school’s administration. Students also may not enter a school building after hours without express permission. Students may not return to campus or attend any school function while on suspension, expulsion, or assignment to alternative school. Students who have been assigned to another school for disciplinary purposes may not be on the campus of their previous/home school without the permission of the Principal of that school, except when the student is competing/participating in an official event as a

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

member of a team or club at the home school. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-3 disciplinary responses for this offense. (See sections 4.1 –4.4).

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

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

5.10 FALSE REPORTS

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

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

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

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

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

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

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

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

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

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

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

5.13 HARASSMENT, INTIMIDATION, THREATS, AND BULLYING BEHAVIOR

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

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

5.13.3 Terroristic Threats: No student shall threaten to commit any crime of violence, to release any hazardous substance, or to burn or damage property with the purpose of terrorizing another or of causing

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the evacuation of a building, or otherwise causing serious disruption or in reckless disregard of the risk of causing such disruption. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-3 disciplinary responses for this offense. (See sections 4.1 – 4.3, 4.4).

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

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

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

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

b) Bullying: Bullying behavior is defined as:

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

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

NOTE: Parents/guardians of students who are victims of bullying or are found to have committed bullying behaviors will be notified via conference or letter/referral. Staff members should report instances of these behaviors to school administration immediately so that administrators may review them in a timely manner. At least one parent/guardian will be required to attend a conference with the Principal or designee concerning the student's bullying offense.

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

If a student is found to have engaged in bullying or physical offense of another person on the school bus, a meeting shall be scheduled involving the parent or guardian of the student and appropriate school officials to form a school bus behavior contract for the student. Such contract shall provide for progressive age-appropriate discipline and restrictions for student misconduct on the bus. Contract provisions may include but shall not be limited to assigned seating, ongoing parental involvement, and suspension from riding the bus. This paragraph does not in any way limit or restrict the school system's ability to take additional action, including imposing disciplinary sanctions through and including permanent expulsion from the school system, as a result of the student's behavior.

5.14 SCHOOL HAZARD OFFENSES

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

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

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

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

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

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

5.18 PHYSICAL OFFENSES

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

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

These physical offenses include:

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

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

c) Group fighting: 3 or more individuals mutually participating in a physical altercation. Physical contact which causes harm may result in a Level 3 disciplinary response being imposed. Harm may include, but is not limited to, significant injuries such as swelling, bleeding, concussions, broken bones, sprains, or where medical attention was sought for a significant injury. Depending on age of student, level of severity

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

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

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

5.18.3 Physical Harm to Employee: Students shall not intentionally make physical contact which causes physical harm to a school employee unless such physical contacts or physical harms were in self- defense as provided by O.C.G.A. § 16-3-21. Physical harm may include, but is not limited to, significant injuries such as swelling, bleeding, concussions, broken bones, sprains, etc. or where medical attention was sought for a significant injury. Where physical harm is not present, students may be charged and disciplined in accordance with Code 5.18.4, below. MANDATORY DISCIPLINE HEARING

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

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

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

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

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

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

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

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

5.20 PROPERTY RELATED OFFENSES

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

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

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

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

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

SEXUAL OFFENSES

5.21.1 Inappropriate Activity: No student shall consent to and participate in any form of sexual activity. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-3 disciplinary responses for this offense. (See sections 4.2 –4.3, 4.4).

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

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

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

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

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

5.21.5 Sexual Battery: Sexual battery is defined as a student intentionally making physical contact with the intimate parts of the body of another person without the consent of that person. Intimate body parts include the primary genital area, anus, groin, inner thighs, or buttocks of a male or female and the breasts

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of a female. No student shall commit any act of sexual battery on school property, school buses, or at school-sponsored events.

5.21.5	JA/SA	
Level 3	<i>Minimum</i>	<i>Maximum</i>
1st Offense	5 days OSS	10 days OSS and a hearing referral
2nd Offense	10 days OSS and a hearing referral with a recommendation of long term suspension/expulsion	
3rd Offense +	10 days OSS - hearing Referral with recommendation of (min) expulsion for one calendar year (max) permanent expulsion	

5.21.6 Sexual Molestation: Sexual molestation is defined as a student doing any immoral or indecent act to or in the presence of another person, without that person's consent, with the intent to arouse or satisfy the sexual desires of either the student or the other person. This includes a student forcing another person to make physical contact with the student's intimate body parts, as defined in this Section. No student shall commit any act of sexual molestation or the attempts thereof on school property, school buses, or at school-sponsored events.

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

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

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

5.23 TECHNOLOGY OFFENSES

5.23.1 Hacking or Altering School Technology: Students will not attempt to or disrupt the school technology resources by destroying, altering or otherwise modifying technology. Students will not engage in any activity that monopolizes, wastes or compromises school technology resources. Actual or

attempted hacking is strictly prohibited. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-3 disciplinary responses for this offense. (See sections 4.1 – 4.3, 4.4).

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

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

Is profane, vulgar, lewd, obscene, offensive, indecent, sexually explicit, pornographic or threatening;

Advocates illegal or dangerous acts;

Causes disruption to Drew Charter School, its employees or students;

Advocates violence;

Contains knowingly false, recklessly false, or defamatory information; or

Is otherwise harmful to minors as defined by the Children's Internet Protection Act. Note: See 5.8.2 for non-technology offenses

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

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

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

the dangerous instrument(s)/item(s) authorized and the time period during which dangerous instrument(s)/item(s) may be on campus.

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

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

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

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

DISCIPLINE HEARING

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

5.25.2 Category II Weapon – Hazardous Object: Any pellet gun, paint pellet gun, or BB gun, antique firearm, pepper spray, nonlethal air gun, stun gun, taser or any similar weapon that does not meet the definition of a Category I weapon; any Bowie, Dirk, machete, switchblade knife, ballistics knife, any other knife having a blade of two or more inches; any razor blade (e.g., straight, regular, retractable, etc.); box cutter; any bludgeon (e.g. billy club, PR-24, night stick, spring stick, blackjack, club); any firearm muffler or firearm silencer; "look-alike" bomb; any "martial arts" device or flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely (e.g., nun chuck, nunchaku, 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,

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throwing star, etc.); miscellaneous devices such as swords, sword/knife canes, ice picks, chains, bow and arrows, knuckles made of metal, thermoplastic, wood or other similar material, objects placed on fingers, in hands, or on fists or knuckles to provide a "loaded fist," etc., or any tool or instrument which the school administration could reasonably conclude as being used as a weapon or intended by the student to be used as a weapon and thus a violation of the intent of this Code of Conduct.

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

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

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

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

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

The principal should invite the parent or guardian to observe the student in a classroom situation. The principal should also request that at least one (1) parent or guardian attend a conference with the principal and/or teacher. The purpose of the conference would be to devise a disciplinary and behavioral correction plan.

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

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

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

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

Long-Term Suspension

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

Mandatory Transfer from Drew

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

“final warning”, documentation must appear which clearly demonstrates which aspects of the Student Discipline Policy or Family/School Compact have been violated and why these violations warrant mandatory transfer if continued. If, following the informal conference, the Principal maintains that the student would receive an adequate and appropriate education in another school program, the Principal shall provide written notification to the student and his or her parent(s) that the student is being required to transfer. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of mandatory transfer at the last known address. Where possible, notification shall also be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall include a description of the behavior and/or academic problems indicative of the need for transfer, a description of the alternatives explored, prior action taken to resolve the problem, and an invitation for an immediate formal hearing with the Principal and the Dean of Students. At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence. The parents, should they so choose, may also present materials to the Principal or Dean of Students for consideration. The Principal or Dean of Students will render a formal decision with 24 hours of the hearing. Upon requiring a student to transfer from Drew Charter School, a written notice will be sent to Atlanta Public Schools.

IEP and IDEA Requirements; Due Process¹

1. Drew commits to staying in compliance with any federal law regarding student discipline for children with disabilities, and will stay apprised of any changes in the law. Students with disabilities have the same rights and responsibilities as other students and may be disciplined for the same behavioral offenses. If a student with disabilities has an IEP that includes disciplinary guidelines, that student will be disciplined according to those guidelines as required by IDEA. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policies discussed above.
2. Any student who is receiving special education services or has been identified as a student with a disability under the Individuals with Disabilities Act (IDEA) and whose acts are determined by the Head of School, Principal or Board of Directors to have violated any rules, regulations or laws as alleged, shall be referred to an IEP committee. The IEP committee will be responsible for determining if the student's conduct is a manifestation of his/her disability and whether such conduct warrants a change in placement, amendments to the individual educational plan (IEP) and/or disciplinary actions. If the IEP committee determines that the student's conduct is not a manifestation of the student's disability, it shall determine what, if any, disciplinary actions shall be taken with regard to offenses that the student has been found by the Principal and Head of School to have committed. The IEP committee shall also have the authority to consider, recommend and implement any changes in a student's IEP or educational placement. Nothing in these rules shall alter or adversely affect the rights of students with disabilities under applicable federal and state laws.

A student's family may elect to appeal a decision by the Principal for long term suspension or mandatory transfer to the Head of School. The Head of School may delegate the responsibility and authority to conduct a hearing to a tribunal committee and the tribunal shall take all actions that would otherwise be taken by

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

the Head of School. All such actions taken by the tribunal in connection with such a hearing will be binding on Drew Charter School and the student. In all events of mandatory withdrawal, the Head of School and/or school social worker will work in conjunction with the family to find the best solution.

ACADEMIC PROGRAM

Philosophy

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

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

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

Project-Based Learning

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

Drew Charter School’s Junior and Senior Academies have partnered with New Tech Network (NTN) to implement Project-Based Learning instruction. New Tech Network is a nonprofit education partner that works with over 100 PBL schools across the country.

Daily Schedule

9 th /10 th		11 th /12 th	
8:00am-9:30 am	Period 1	8:00am-9:30 am	Period 1
9:35 am-11:05 am	Period 2	9:35 am-11:05 am	Period 2
11:10 am-11:40 am	Lunch*	11:10 am-12:50 am	Period 3
11:45pm-1:25 pm	Period 3	12:55 am-1:25 pm	Lunch*
1:30 pm-3:00 pm	Period 4	1:30 pm-3:00 pm	Period 4
3:05 pm-3:55 pm	Flex Time	3:05 pm-3:55 pm	Flex Time

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

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 - Clubs and Organizations: An opportunity for staff and students facilitate clubs and organizations that range from Student Government to Anime to Do-it-Yourself.
- Tuesday – Extended Learning (Math, Social Studies, Spanish): An opportunity for students to meet with their teachers to get extra support or with their group members to work on projects.
- Wednesday – Advisory (Grade Level): An opportunity for students to meet with a staff member who will support them for all four years, providing social/emotional and college/career readiness advisement
- Thursday – Extended Learning (ELA, Science, Pathways): An opportunity for students to meet with their teachers to get extra support or with their group members to work on projects
- Friday – Advisory, Assemblies, Free Friday: Free Friday provides students in good academic and behavioral standing to have some free time to socialize

Student Assessment

Georgia Milestone End-of-Course Tests are administered in Ninth Grade Literature and Composition, American Literature and Composition, Algebra 1, Geometry, Biology, Physical Science, U.S. History, and Economics. 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 nine and 12 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.

School Wide Learning Outcomes

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

50% - Knowledge and Thinking
20% - Agency
10% - Written Communication

10% - Oral Communication
10% - Collaboration

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

Grading Scale

A = 90 – 100

B = 80 – 89

C = 70 – 79

F= 0 – 69

Graduation Requirements

SUBJECT	Credits Required
English/Language Arts	4
Mathematics	4
Science	4
Social Studies	3
Modern Language	2
Technology and/or Fine Arts and/or Career Technology Education (CTE) and/or Foreign Language	1
Health	0.5
Physical Education	1
Community Service (100 hours)	0.5
Electives	4
TOTAL	24

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, which they are missing.

Deficiency Notice Procedures

Teachers will issue a deficiency notice if a student is in jeopardy of failing in time for the student 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.

Valedictorian/Salutatorian Eligibility

1. The eligible student will have been enrolled in the school from which s/he graduates by the end of the first semester of the junior year.
2. The eligible student will have transferred five (5) 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.
3. For graduating classes that entered ninth grade in 2008-09 or later, all students earning regular education diplomas are eligible.

4. The eligible student will have a weighted numeric grade-point average of 90 or above.
5. 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

1. 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.
2. Class ranking is established based on the weighted numeric grade-point average
3. 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.
4. 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 (4) 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.
- For students playing during the winter season, students 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 by 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)
- Be an amateur, never played in an unauthorized game or on a non-school team during the season, nor signed a professional contract.
- Not attain age 19 prior to May 1 of the year preceding participation.

- Not be a migrant pupil of less than one year's standing (changing residence without parent(s)).
- Must have a current physical on file in the Athletic Directors office prior to participation.
- Complete "Permission to Treat" and Parent consent form.
- Present proof of insurance.

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:

1. 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
2. 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.
3. A copy of the decision shall be provided to the complainant within five (5) days of the date of the decision.
4. A complainant shall have the right to appeal the decision to the Board within 35 days of the date of the decision.
5. A complainant may appeal a decision of the Board in accordance with the procedures specified in O.C.G.A. §20-20-1160.

Transfer Students

Students coming to 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) in order to become athletically eligible. Transfer students are held harmless for the first semester from Drew Athletic eligibility standards. After the first semester of attendance, students must meet Drew's eligibility standards. For further information on this policy, please contact Athletic Director, Tracy Edwards, at (470) 355-1200 or tracy.edwards@drewcharterschool.org.

School Issued Materials, Supplies and Equipment

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

Community Service Policy

What is Community Service?

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

What types of activities constitute Community Service Learning?

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

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

- Participating in service projects as a member of a service club or community organization.
- Reading to the blind.
- Volunteering one's services at a local hospital, nursing home, etc.
- Volunteering one's services to individuals, i.e. senior citizens or the disabled.
- Hosting outside groups for school festivals.
- PTSA and Booster projects
- Volunteering as a coach or instructor for nonprofit organizations such as Little League
- Volunteering for political campaigns.
- ALL tutoring (not paid)
- Outreach programs of religious organizations and other non-profit organizations, which provide non-proselytizing service to the poor, sick, needy, etc.
- Participating in events, i.e., marathons, walks, races, which benefit charitable organizations. One hour of service credit will be awarded for each hour of service provided to the charity. Schools may establish criteria for school sponsored events as deemed appropriate.

Benefits

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

Notification of Volunteer Opportunities

Volunteer opportunities for community service are located on the Giving Point website (www.mygivingpoint.org) Students may visit the Giving Point website to find opportunities or to get

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

help conducting your own service project. Once you have signed up for an opportunity, you will be responsible for fulfilling your commitment.

Student Behavior and Dress

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

Transportation

Students are responsible for obtaining their own transportation to and from volunteer opportunities. Drew Charter School does not assume liability for any student traveling to and from volunteer opportunities.

Hours Requirements

In order to stay on track, students are strongly encouraged to complete a minimum of 25 community service hours per school year (for a total of 100 hours over a four-year period). In other words, after the freshman year, students should have completed 25 hours; sophomore, 50 hours; junior, 75 hours; senior, 100 hours. Students are strongly encouraged to keep a record of their hours in order to reconcile the Giving Point account report. Once students have received 100 hours and it has been verified by their grade-level counselor, students will receive a 0.5 service learning credit on their transcript.

Transfer Students

Students new to the school in grades nine and 10 are required to accumulate 100 service hours just like all other students. Service hours completed freshman or sophomore year at previous schools will be acknowledged. However, if the transfer student has not completed any service hours we advise that the student complete 50 hours in the eleventh grade and 50 hours in the twelfth grade.

Logging Service Hours

Students are responsible for logging community service hours via their Giving Point account. ***All students must have an account.*** Students can create accounts at www.mygivingpoint.org. Directions for creating an account are below. An electronic form must be submitted for each activity and it is recommended that students complete this within two weeks of the performed service. Students will log-in the description of the activity along with the contact information for the person verifying the hours. Total hours are recorded and logged on the giving point site, which can also populate a civic resume when needed. Students are encouraged to explore this site as there are numerous resources available.

MyGivingPoint Log-In procedures

1. Go to www.mygivingpoint.org
2. Click Students
3. Create New Account-Fill in all required information

4. Go to Search
5. Search for Drew Charter School Senior Academy
6. Join Group: Class of _____ (Click on your graduation year)
7. Now you are officially attached to Drew Charter School Senior Academy's community service portal
8. Explore website!

Additional Information

In addition to serving as our community service platform, Giving Point runs a Giving Point Student Institute that is open to any interested students. The Giving Point Institute provides year-long leadership training and exciting business opportunities in six key focus areas to help students grow their social projects, earn funding, and create real meaningful change in their community and beyond. Students from across metro-Atlanta participate in the program. See this link for application information.

<https://www.mygivingpoint.org/about-givingpoint-institute>



Drew Charter School Family/School Compact

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

Student's Name _____ Grade: _____
Homeroom/Advisor: _____

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

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

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

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

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

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

4. Interact in a respectful and courteous manner with all school staff and review and answer messages from teachers and staff;
5. Know and reinforce all school norms and expectations and be responsible for school property and computer equipment issued to my child;
6. Report any illness or absences and any change in address, phone number or family status within seven days.

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

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

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

Signature Section:

Parent or Guardian Name _____

Home Number _____ Cell Number: _____

Email: _____

Signature of Parent or Guardian _____

Date _____

Student Name _____

Signature of Student _____

Date _____

Grade _____ Homeroom/Advisor _____

Address _____

Teacher Name _____

Signature of Teacher _____

Date _____



DCS Senior Academy

Student Technology Handbook

Technology Goals

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

Responsible Use Agreement for Students

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

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

Acceptable Use Policy

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

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

Internet Access

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

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

Web 2.0 (Email, Social, Collaborative Content)

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

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

Personally-Owned Devices Policy

Security

Users are expected to take all reasonable safeguards against the transmission of security threats (viruses, worms, spyware, etc.) over the school network. This includes not opening or distributing infected files or programs and not opening files or programs of unknown or untrusted origin. If a device is believed to be infected with a virus, please alert school personnel immediately. The user should not attempt to remove the virus or download any programs to help remove the virus.

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

Downloads

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

Netiquette and Personal Safety

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

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

Plagiarism

- I understand that all students are prohibited from plagiarizing (use as their own, without citing the original creator) content, including words or images, from the Internet.
- I will not take credit for content I did not create myself, or misrepresent myself as an author or creator of something found online.
- I understand that research conducted via the Internet should be appropriately cited, giving credit to the original author.
- I understand that I am prohibited from accessing sites that promote plagiarism. These sites should be reported to school personnel.
- I understand that, if I am found to have engaged in plagiarism, I am subject to the disciplinary actions described in the Student Code of Conduct above

Cyber-bullying

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

Types of Cyber-bullying - Cyber-bullying can take many forms. Properly identifying and preventing cyber-bullying requires an understanding of the different ways technology can be used to hurt others²

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

DCS Position on Cyber-bullying and Digital Citizenship

1. Students shall receive education including, but not limited to appropriate online behavior in social networking sites, chat rooms, electronic communications, etc.; the dangers inherent with the online disclosure of personally identifiable information; and, consequences of unlawful activities, including cyber-bullying awareness and response, other unlawful or inappropriate online activities by students.
2. Cyber-bullying will not be tolerated and is strictly forbidden.
3. Engaging in cyber-bullying to harm (physically or emotionally) another person will result in severe disciplinary action and loss of privileges.
4. In some cases, cyber-bullying can be a crime.
5. The user should remember that digital activities are monitored and retained.
6. Report cyber-bullying immediately to school personnel.

Limitation of Liability

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

² “An Educator’s Guide to Cyberbullying and Cyberthreats,” by Nancy Willard

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

not be responsible, financially or otherwise, for unauthorized transactions conducted over the school network.

- I understand that I am responsible for monitoring all technology resources while they are in my possession. I am financially responsible for any damage to, or theft of technology equipment taken off the campus of Charles R. Drew Charter School.
- I understand that I am only allowed to use my Drew-assigned technology device while on campus at DCS, and I am not allowed to take the device home or off campus (with the exception of seniors, who are issued their laptops and chargers.)
- I will report loss/theft of the Drew-assigned technology device to parents, school and proper authorities (police) within 24 hours.

Appropriate Use

- I will not use Drew Charter School resources for political advertising, lobbying, or campaigning.
- I will not use Drew Charter School resources for the promotion of commercial goods or services for personal gain.

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

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

Violations of this Responsible Use Agreement

Violations of this policy may have disciplinary repercussions, including:

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

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

Examples of Responsible/Irresponsible Use

Responsible Use:

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

Irresponsible Use:

- Use school technologies in a way that could be personally or physically harmful.
 - Attempt to find or create inappropriate images or content.
 - Engage in cyber-bullying, harassment, or disrespectful conduct toward others.
 - Try to find ways to circumvent the school's safety measures and filtering tools.
 - Downloading apps that are rated 12+ or higher, or explicit material.
 - Use school technologies to send spam or chain mail.
 - Plagiarize content found online.
 - Post personally-identifying information, about others or myself.
 - Agreeing to meet someone met online in real life.
 - Use of chat rooms, sites selling term papers, book reports and other forms of student work.
 - Illegal installation or transmission of copyrighted materials.
 - Use language online that would be irresponsible in the classroom.
 - Use school technologies for illegal activities or to pursue information on such activities.
 - Attempt to hack or access sites, servers, or content that is inappropriate.
 - Gaining access to other student's accounts, files, and or data.
 - Listening or viewing media or books labeled "Explicit"
- *This is not intended to be a complete list, just a few specific examples.

Handling and Care of Laptops

General

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

Transport, Monitoring, and Supervision

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



Student Technology Handbook and User Agreement

Acknowledgement

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

Honor Trust

Show Respect

Act Responsibility

Present Professionally

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

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

Pack It, Don't Stack It – Whenever I am moving in public spaces (hallway, cafeteria, gym, etc.) I will store my laptop in a book bag or school-provided case. I will never carry my Drew-assigned device on stacks of books or in my hand without a case.

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

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

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

The Rule of the Amish – The privilege to use school and personal technology is not universal. Electronic devices should be stored away during instructional time unless directed by a staff member. School staff members reserve the right to restrict the use of technology in specific classes, for specific periods of time and for specific students.

Safe and Secure – I will ensure that my laptop is returned to its assigned cart at the end of each day. If I leave early and cannot return my laptop to the cart, I will turn my laptop into the Genius Bar or to the Senior Academy administrative assistant.

There is Only One Me – I will not share my network username or password with other students.

Student Name (Print)

Student Signature

Date

Parent Responsibilities and Terms

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

- I have read the Acceptable Use Policy and discuss it with my child.
- I will discuss appropriate use of the Internet and supervise my child's use of the Internet and help them understand possible consequences for inappropriate use.
- I will instruct my child to keep the Drew-assigned device in a secure location when not in use in class.
- I will not attempt to repair the Drew-assigned device or have the laptop repaired through a private service.
- If my child damages or misplaces a device, I will pay for repairs or the misplaced device within 30 days of receipt of an invoice from the school or make financial arrangement within that timeframe.
- I will report any problems or damage to the Drew-assigned device to the Technology Manager.
- I will not change or attempt to change the configuration of software or hardware.
- I will not download or attempt to install any programs or files from the Internet or other sources.
- I will not remove any program or files on the Drew-assigned device except personal documents of my child.
- I understand that my child is responsible for returning the Drew-assigned device to the Technology team. As the parent or guardian of this student, I have read the Responsible Use Principles. I understand that technology is provided for educational purposes in keeping with the academic goals of Drew Charter School, and that student use for any other purpose is inappropriate. I recognize it is impossible for Drew Charter School to restrict access to all controversial materials, and I will not hold the school responsible for materials acquired on the school network. I understand that children's technology activities at home should be supervised as they can affect the academic environment at school.

Failure to abide by the above guidelines may result in the student losing the privilege of using the Drew-assigned device or a hold being placed on student records (i.e. diploma, transcript).

Financial Terms of Technology Use

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

- Laptop Cracked Screen (does not require replacement of the laptop) ~ \$90

- Laptop Missing Key ~ \$75
- Charger ~ \$80
- Lost or Stolen Laptop ~ \$650

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

Parent/Guardian's Name (please print) _____

Parent/Guardian's Signature _____ Date _____

or

I will provide my student with a laptop computer and understand that they are responsible for this device. I recognize that it is critical that this laptop be maintained and charged so that my student can complete his/her assignments. I also recognize that my student will be accessing the Drew network and is subject to the terms of the use of this network.

Parent/Guardian's Name (please print) _____

Parent/Guardian's Signature _____