



**Drew Charter School
Elementary Academy
Handbook
2018-19**

A Message from the Head of School and Chairman of the Drew Board of Directors:

Dear Drew Family,

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 RISE 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
Head of School



Cynthia Kuhlman, Ph.D.
Chairman, Drew Board of Directors

2018-19 FACULTY/STAFF ROSTER

<i>Administrative & Leadership Team</i>	<i>Kindergarten</i>
Don Doran, Head of School	Moriah Ammons, Paraprofessional
Monishae O' Neill, EA Principal	Stacey Bradley, Teacher
Gregory Leaphart, JA Principal	Crystal Clonts, Paraprofessional
Peter McKnight, SA Principal	Tirrica David, Paraprofessional
Charisse Richardson, Director of Strategy	Anthony Hughes, Paraprofessional
Dr. Keisha Hancock, Dean of Academics	Allison Johnson, Teacher
Bethany Paquette, 3-5 Dean of Students	Keisha Jones, Paraprofessional
Joi Thrash, PreK-2 Dean of Students	Miriam Moore, Teacher
Terrilyn Ali-Ferguson, JA Dean of Students	Anastashia Miller, Paraprofessional
Kendrick Myers, SA Dean of Students	Gianna Romo, Teacher
Hannah Page, Director of Research, Data, and Analysis	Tonja Thomas, Teacher
Tracy Henderson-Edwards, Director of Athletics	Joseph Weems, Teacher
Lindsey Luczynski, Director of Strategic Partnerships	Latifah Williams, Teacher
Rachel Kaney Weaver, Director of College and Career Readiness	Edith Whitaker, Paraprofessional
Tanya Shannon, Director of Talent	<i>First Grade</i>
Courtney Bryant, STEAM Coordinator	Jennifer Adams, Teacher
Natasha Jenkins-Jones, PBL/SEL Instructional Coach	Elizabeth Carpenter, Teacher
Dr. Tarika Sullivan, Literacy Coach	Evonia Elam Jack, Teacher
TaiSharah Twyman, Mathematics Coach	Matthew Lathrop, Teacher
<i>Front Office and Business Office Personnel</i>	Dr. Shelitha Nelms, Teacher
Curtis Augustin, Director of Technology	Krystal Webb, Teacher
Matthew Berenson, Controller	Lisa Wilson, Teacher
Bernice Brown, Secretary	<i>Second Grade</i>
Douglas Bryant, Finance Business Manager	Brittney Billingslea, Teacher
Theresa Cartwright, School Operations Manager	Maya Carter, Teacher
Laurie Dunaway, EA Registrar	Taj Cole, Teacher
Khalilah Edwards, Enrollment Support	Temeca Cone, Teacher
Cenobia Hilton, Accounts Payable	Jasmine Dennard, Teacher
Sophen Joseph, EA Administrative Assistant	Markel Elkins, Teacher
Sherrecia Jones, Human Resources Analyst	Erica Glover, Teacher
Sun Young Lee, Procurement Officer	<i>Third Grade</i>
Constance Nunnally, Payroll Analyst	Kelvin Buckley, Teacher
Donna Perryman, Secretary	Lauren Coleman, Teacher
<i>PreKindergarten</i>	Melissa Ford, Teacher
Lashanta Davis Banks, Teacher	Anne Martin, Teacher
Catherine Bell, Teacher	Lauren Myers, Teacher
Ashley Buchanan, Teacher	Kalinda Redel, Teacher
Jasper Bloomingdale, Teacher	<i>Fourth Grade</i>
Eleanor Daniel, Paraprofessional	Jahannah Christian, ELA/Social Studies Teacher
Derrick Henderson, Teacher	Elizabeth Coyne, Mathematics/Science Teacher
Margaret Johnson, Paraprofessional	Mary Ann Marcelin, Mathematics/Science Teacher
Nannette Melton, Teacher	Nikkia Nelson, ELA/Social Studies Teacher
Nicole Powell, Paraprofessional	Kelly Petrello, ELA/Social Studies Teacher
Britni Swann, Teacher	Lidra West-Thomas, ELA/Social Studies Teacher
Charisse Tate Upshaw, Paraprofessional	Samantha Yelle, Mathematics/Science Teacher
Nicole Tuttle, PreK Program Coordinator	<i>Fifth Grade</i>
Julia Watkins, Teacher	Mary Bongiovanni, Science Teacher

Tiffany Edwards, ELA Teacher	Sydney Buchanan, Technology Specialist
Tiffany Hall, Social Studies Teacher	Twana Cannon, Media Specialist
Jimmy Holloway, Mathematics Teacher	Jere Chang, K-2 Gifted Teacher
Bernetta Jones, Mathematics Teacher	Dominique Charles, Math Lab Paraprofessional
Chelsea Mitchell, ELA Teacher	Reginald Colbert, Fine Arts Facilitator
Enrichment	Tatiana Echols, RISE Site Coordinator
Collins Anderson, Visual Arts Teacher	Kaye Gearing Graves, Nurse
Alyson Britt, Technology Teacher	Courtney Green, Math Lab Teacher
Kristan Ellis, ESOL/Spanish Teacher	Exzine Haney, Paraprofessional
Kristen Faust, General Music Teacher	Jennifer Henderson, Literacy Center Teacher
Claudia Fitzwater, Spanish Teacher	Erik Herring, Technology Specialist
William Garner, Chorus Teacher	Ronitia Hodges, Project Facilitator, Student Services
Tasha Gomes, Environmental Science Teacher	Sheldon Holloway, ISS Teacher
Melinda Mauter, Orchestra Teacher	Terina Isaac, 3-5 Counselor
Catherine Muller, Engineering and Design Teacher	Tyrone Jelks, Literacy Center Paraprofessional
Stephen Ross, Band Teacher	Cheryl Johnson, Literacy Center
Arielle White-Mitchell, Dance Teacher	Kimberly Miller, PK-2 Counselor
Christopher Wilkerson, STEAM Lab	Sri Nagendran, Facility Engineer/Manager
Jonathan Zamarripa, Robotics	Alesha Ross, Advanced Mathematics Teacher
Department of Special Education & Student Support Services	Sherique Ransby, 3-5 Gifted Teacher/Program Coordinator
Eden Abate, Special Education Paraprofessional	Akil Rashid, Social Worker
Karen Bates-Hill, Special Education	Keayonna Reaves, Non-Instructional Aide
Karen Beeler, Special Education Teacher	Rick Turnbow, Cafeteria
Mary Bell, Special Education Paraprofessional	Eric Washington, Technology Specialist
Irisha Boyd, Special Education Teacher	Harold Woods, Facilities Support
Selecia Clayton, Special Education Teacher	
Jamie Chance, Special Education Teacher	
Carla Davis, Special Education Paraprofessional	
Morgan Feeney, Special Education Teacher	
James Holmes, Special Education Lead Teacher	
Ernest Lewis, Special Education Teacher	
Bianca Lewis-Gueye, Special Education Teacher	
Patrice Lisbon, SST/RTI Coordinator	
Princetta Miller, Special Education Paraprofessional	
Joy Moore, Special Education Paraprofessional	
Holly Rector, K-2 RTI Teacher	
Ashlee Rhodes, Special Education Teacher	
Keandrea Rivers, Special Education Paraprofessional	
Jordan Roman, Special Education Paraprofessional	
Naomi Sherlock, RTI Teacher	
Ashley Sparks, Special Education Teacher	
Samantha Strain, 3-5 RTI Teacher	
Laura Welby, Special Education Teacher	
Support Personnel	
Tonya Allen, Literacy Center Paraprofessional	
Betty Bryant, Custodial Staff	
Devontae Bryant, Custodial Staff	

Student Calendar/2018-2019 School Year

July 2018						
S	M	T	W	T	F	S
	1	2	3	4	5	6
	8	9	10	11	12	13
	15	16	17	18	19	20
	22	23	24	25	26	27
	29	30	31			

July 25 – Students Report

August 2018						
S	M	T	W	T	F	S
			1	2	3	4
	5	6	7	8	9	10
	12	13	14	15	16	17
	19	20	21	22	23	24
	26	27	28	29	30	31

August 24 – Conferences (Half Day)

September 2018						
S	M	T	W	T	F	S
						1
	2	3	4	5	6	7
	9	10	11	12	13	14
	16	17	18	19	20	21
	23	24	25	26	27	28
	30					

September 3 – Labor Day Holiday, Drew Closed
September 28 – End of First Quarter

October 2018						
S	M	T	W	T	F	S
		1	2	3	4	5
	7	8	9	10	11	12
	14	15	16	17	18	19
	21	22	23	24	25	26
	28	29	30	31		

October 8-12, Fall Break

November 2018						
S	M	T	W	T	F	S
				1	2	3
	4	5	6	7	8	9
	11	12	13	14	15	16
	18	19	20	21	22	23
	25	26	27	28	29	30

November 2 – Conferences (Half Day)
November 19-23, Thanksgiving Break

December 2018						
S	M	T	W	T	F	S
						1
	2	3	4	5	6	7
	9	10	11	12	13	14
	16	17	18	19	20	21
	23	24	25	26	27	28
	30	31				

December 20 – Last Day for Students/End of Semester

January 2019						
S	M	T	W	T	F	S
			1	2	3	4
	6	7	8	9	10	11
	13	14	15	16	17	18
	20	21	22	23	24	25
	27	28	29	30	31	

January 1-4, Winter Holiday
January 7 - Students Report
January 21 – MLK Holiday, Drew Closed

February 2019						
S	M	T	W	T	F	S
					1	2
	3	4	5	6	7	8
	10	11	12	13	14	15
	17	18	19	20	21	22
	24	25	26	27	28	

February 1 – Conferences (Half Day)
February 18-22, Inclement Weather Days

March 2019						
S	M	T	W	T	F	S
					1	2
	3	4	5	6	7	8
	10	11	12	13	14	15
	17	18	19	20	21	22
	24	25	26	27	28	29
	31					

March 15 – End of Third Quarter

April 2019						
S	M	T	W	T	F	S
		1	2	3	4	5
	7	8	9	10	11	12
	14	15	16	17	18	19
	21	22	23	24	25	26
	28	29	30			

April 1-5, Spring Break, Drew Closed

May 2019						
S	M	T	W	T	F	S
			1	2	3	4
	5	6	7	8	9	10
	12	13	14	15	16	17
	19	20	21	22	23	24
	26	27	28	29	30	31

May 3 – Conferences (Half Day)
May 23 – Last Day for Students/End of School Year
May 27 – Memorial Day, Drew Closed

June 2019						
S	M	T	W	T	F	S
						1
	2	3	4	5	6	7
	9	10	11	12	13	14
	16	17	18	19	20	21
	23	24	25	26	27	28
	30					

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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.

- (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 3, 2018, or within ten calendar days of the student's enrollment.

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

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

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

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) –
 1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
 8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of* –
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
- *Inspect*, upon request and before administration or use –
 1. Protected information surveys of students and surveys created by a third party;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

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

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

Drew will also directly notify, such as through U.S. Mail or email, parents of students who are to participate in the specific activities or surveys noted below and will provide an opportunity

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

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

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

Parent's Right to Know

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

- whether the teacher has met the Georgia Professional Standards Commission requirements for certification for the grade level and subject areas in which the teacher provides instruction;
- whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification criteria have been waived;
- the college major and any graduate certification 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 Charter School requires compliance with all discrimination laws, including but not limited to: Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Equal Pay Act of 1963, Pregnancy Discrimination Act, Age Discrimination Act of 1975 (Age Act), Age Discrimination and Employment Act (ADEA), Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, Boy Scouts of America Equal Access Act of 2001, and the Individuals with Disabilities Education Act (IDEA).

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

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

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

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

Students should note that it is unlawful for a student to falsify, misrepresent, omit, or erroneously report information regarding instances of alleged inappropriate behavior by a

teacher, administrator, or other school employee, including during off-school hours.

ABOUT US

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

Recognizing a quality school is the key to a healthy, revitalized neighborhood, the East Lake Foundation, in partnership with the Atlanta Board of Education and parents in the community of East Lake, opened Charles R. Drew Charter School -- the city of Atlanta’s first charter school-- in August, 2000. Drew Charter School started with 240 children in grades K-5 and now serves approximately 1,700 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 is based on the belief that every child has gifts and talents that must be discovered and nurtured. All students are consistently encouraged to strive to do their best so they may reach their highest potential. A Drew education is one that supports strong intellectual, physical, social, and emotional growth.

Drew Core Values

Wisdom, justice, courage, compassion, hope, respect, responsibility, and integrity are taught

directly to students, reflected in the school code of conduct, and modeled in all interaction among members of the school community. Building strong character is fundamental to creating a positive learning environment and a hallmark of Drew Charter School.

Educational Approach

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

Drew works with several partners (i.e., Rollins Center at the Atlanta Speech School, Westminster Center for Teaching, East Lake YMCA, Georgia Institute of Technology, Georgia State School of Music) 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. Project Based Learning (PBL) provides students with a meaningful and authentic approach to learning the content and skills necessary to be successful in college, career, and civic life.

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

Drew's STEAM theme adds creativity and design-thinking, associated with the arts, to the traditional STEM disciplines. This theme begins in the Elementary Academy, continues throughout the Junior Academy and guides our selection of career pathways at the Senior Academy level (Engineering/Design and Business Technology), the creation of projects, the integration of courses and the planning of special events (e.g. - DESIGNORAMA 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 mathematics.

Project Based Learning

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

What Is a Charter School?

Charter schools are public schools of choice that have greater flexibility in implementing teaching methods and philosophies. A charter school operates according to the terms of a charter, or contract, that has been approved by a local and state board of education. The charter school may request waivers from certain provisions of Georgia state law and any state or local rule, regulation, policy, or procedure relating to schools in the school district. In exchange for this flexibility, the charter school is bound by contract to be held accountable for meeting the performance-based objectives specified in the charter. 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.

Admissions and Enrollment

A copy of Drew Charter School's Admission and Enrollment Policy is included as Attachment A at the end of the Handbook.

Verification of Residency

A school system employee or designee may visit the address given by any parent/guardian to verify residency. The property address given must be the actual location where the student and parent/guardian live full time. Schools may request a parent/guardian provide proof of residency if: (1) mail is returned from the student's address of record; (2) a student's attendance record indicates a pattern of absences, tardies; or (3) other circumstances are presented that place the school on notice that the address of record is invalid/inaccurate for the student.

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, 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 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 pay remaining cafeteria balances, return all textbooks, library books, and other school- owned items. Any such items not returned, and any other school-related expenses for which the student is responsible (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. Drew Charter School may withdraw a student without parent/guardian permission as required and permitted by the Georgia State Board of Education Rules.

PARENT AND STUDENT RESOURCES

Child Find

The purpose of Child Find is to identify, locate, and evaluate children and youth, birth to age 21, who are suspected of, or have a disability or developmental delay, in order to provide free and appropriate special education services. Child Find 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. Parents, teachers, and students can initiate a referral to the school counselor. For additional information, contact your school counselor.

School Health Services

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

School Nutrition Program

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

School Social Workers

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

Gifted Education Program

The Gifted Education Program provides differentiated instruction for intellectually advanced and creatively gifted students. According to Georgia Board Rule 160-4-2-.38, a gifted student is defined as one who demonstrates a high degree of intellectual and/or creative abilities, exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels which commensurate with his or her abilities. Gifted students receive a minimum of five segments of instruction each week from a gifted endorsed teacher. Services may be provided using several instructional models: advanced content, resource model (meeting outside of the regular education classroom with a gifted endorsed teacher) and/or students may be placed in cluster groups within the regular education classroom of a gifted endorsed teacher. The specific courses for a student are determined by past classroom performance, nationally normed achievement test scores, and teacher recommendations.

Student Support Team (SST)

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

Section 504 Rights and Procedural Safeguards

Notice of Rights of Students and Parents Under Section 504

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

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 district employees are not considered impartial hearing officers), you have a right to a review of that decision according to the school system's impartial hearing procedure. 34 CFR 104.36.

16. You have 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 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.

Academic Interventions

Literacy Center and Math Lab

Drew Charter School implements a crucial step toward closing the achievement gap with students who are performing below grade level in reading and/or mathematics. This intervention occurs during the Enrichment block and does not remove students from core content instruction. Tier 2 and Tier 3 academic interventions are provided through our Literacy Center and Math Lab. Drew Charter School uses a variety of data sources to determine which students are required to attend the Literacy Center and/or Math Lab. Students are progress monitored on a weekly and/or bi-weekly basis. Eligibility for this support is re-assessed regularly. An individualized intervention program and timeline of instruction are then developed for each student. Each student's progress is carefully monitored by their instructor(s), and interventions are adjusted according to the student's current needs and progress. As students' literacy and/or mathematics skills improve they are transitioned out of the Literacy Center and/or Math Lab.

SCHOOL OPERATIONS

School Hours

School hours are from 8 a.m. to 4 p.m. The building is open between 6:45 a.m. and 6:15 p.m. The main office is open between 7:15 a.m. and 4:15 p.m. during the school year. The school office staff can be reached at (404) 687-0001.

Before School Care is available from 6:45 a.m. - 7:45 a.m. Hours for the RISE After School Program are 4:00 p.m. – 6:00 p.m. during the school year.

- Any child who cannot be picked up by 4:15 p.m. must be enrolled in an after school program.
- It is imperative that students are picked up by 4:15 p.m. if they are not enrolled in the RISE After-School Program.
 - The RISE After School Program begins at 4:00 p.m. and ends at 6:00 p.m. Parents are given a 14 minute grace period before late fees are assessed. Beginning at 6:15 p.m., late fees of \$1 per minute will be assessed. This fee is per child.

School Telephone Use and Student Use of Electronic Devices

Students will only be allowed to use the school telephone for emergencies and only with staff permission and supervision. In the event that a student needs to call their parent/guardian, they will be provided with the opportunity to use a school phone.

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

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

Money and Other Valuables

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

While it is the responsibility of the student to secure and maintain the safety and control of any and all valuables, the administration at Drew Charter School and its entire staff will also hold students accountable for any deliberate theft or misuse of another student's property. Students are not allowed to sell or solicit funds of any kind without the consent of an administrator.

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 at all times. Any visitor caught in the building without an

identification tag will be asked to visit the front desk or leave the building. School staff will provide additional visitor assistance, as needed.

Volunteer Program

All non-Drew staff volunteers must be cleared by the following means:

Level 2 Clearance

"Level 2 volunteers are non-Drew personnel who will have direct interaction with students with other adults present at all times."

- Any volunteer who will interact with students in the presence of school staff will need to be cleared by
 1. Completing the Volunteer Release Form
 2. Submitting a copy of government issued ID
- Once they have submitted the paperwork listed above, a staff member must check their name on the US Department of Justice's Sex Offender Registry
- If they are not listed on the website they can be cleared and added to the list of approved volunteers.

***Please note that all Level 2 volunteers are to submit necessary documents annually.*

Level 3 Clearance

"Level 3: volunteers are non-Drew personnel who will have direct, unsupervised interaction with students." Level 3 Clearance is required for field trip chaperones.

- Any volunteer who will interact with students without a staff member will need to be cleared by
 1. Completing the above steps for Level 2 Clearance
 2. Complete the GAPS Cogent Applicant Registration Form found and pay the \$45 fee.
- Once they have submitted the paperwork listed above, a staff member must enter all their information into the Applicant Registration section of the GAPS Cogent website
- After 2 to 3 days the applicant's report will be ready to view by an HR representative who will determine if they are clear to volunteer.

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

RISE After School Program

The RISE After School Program aims to provide a fun, enriching environment for students in grades Pre-K through 6th that will encourage learning, inspire creativity, enhance social skills and reinforce academic standards through the use of Science, Technology, Engineering, Arts and Math (STEAM).

Our program begins at 4:00 p.m. and ends at 6:00 p.m. Parents are given a 14 minute grace period before late fees are assessed. Beginning at 6:15 p.m., late fees of \$1 per minute will be assessed. This fee is per child.

Emergency Procedures

Charles R. Drew Charter School has developed a comprehensive safety plan that will be

practiced throughout the school year. Fire and emergency procedures are posted near the door of every room in the school building. Students and staff will participate in training and drills of emergency procedures and are expected to adhere to the proper protocol during all drills. During emergencies where evacuation of the building is necessary, alarms will ring continually. When emergency alarms sound, students and staff should proceed quickly, quietly, and calmly following the evacuation procedures.

School Closing

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

Field Trips

Field experiences are a major part of the curriculum and are heavily encouraged. 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. Under no circumstance will a student be allowed to leave the school grounds without a permission slip signed by a parent/guardian. Students and parents are expected to adhere to all deadlines related to returning permission slips. Field trips are a privilege. A student can be excluded from participation in field trips as a consequence of inappropriate behavior on the school grounds or based on inappropriate behavior displayed on field trip. Rules on field trips are the same as required within the school confines. Students violating school conduct rules on a field trip are subject to the same disciplinary action as would apply if they were on school property. Violations of school rules on a field trip may result in the revocation of a student's privilege of participating in future field trips and/or other school activities. Parents are required to use My Payments Plus for field trip fees.

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

Birthday Celebrations

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

- Please check with your child's teacher regarding classmates with specific dietary needs

or food allergies prior to bringing any food item to school.

- Birthday treats must be store bought and the list of ingredients must be visible.
- Please reserve balloons, flowers, party favors, treat bags and costumes for birthday celebrations outside of school.

Pre-Kindergarten – Grade 3

If you wish to celebrate your child's birthday with his/her class, you may bring a small treat to share between 2:30 p.m. – 3:30 p.m. after confirming the day/time with your child's teacher. Birthday visits will be limited to 15 minutes.

Grades 4 – 5

Birthday celebrations for students in these grades should take place during your child's lunch period. The cafeteria monitors will provide direction as to how to distribute treats towards the end of the lunch period. Please confirm the time of your child's lunch period with his/her homeroom teacher.

Media

The media may choose to cover interesting events that occur at Charles R. Drew Charter School throughout the year. If for any reason a parent does not wish his/her child to be viewed on television or photographed, you must submit a request in writing.

Restrooms

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

Building Entrance

When students are dropped off or picked up, they must enter and exit the building through the front, main door, unless otherwise advised.

Arrival Procedures

All students must arrive and be in their classroom by 8:00 a.m. each morning (8:30 a.m. for prekindergarten students). Students will be considered late after the 8:00 a.m. bell. Students may enter the building as early as 6:45 a.m. Students who arrive after 7:50 a.m. will not be permitted to join the breakfast line. Once they have arrived on campus, students are not permitted to leave school unless a parent, guardian or person on an early dismissal verification form is physically present in the school's office and presents a valid picture ID. Parents of kindergarten through grade 5 students say goodbye in the lobby/designated areas. Students walk to their classrooms independently. Parents will not be allowed to walk students down the grade level hallways, into the classrooms, or hold "mini" conferences with teachers as they are preparing to begin instruction. If you need to speak with your child's teacher, please send an email or leave a message at the front desk.

Dismissal Procedures

Please inform your child's teacher of his/her dismissal method (i.e., walker, parent pick-up/car rider, private bus/van service, or RISE After-School Program). Dismissal is as follows:

- 3:00 p.m.-3:45 p.m.
 - Early dismissal ends promptly at 3:15 p.m. Please plan to arrive before 3:15 p.m. if your child will need to be dismissed early.
 - Pre-kindergarten parents *only* can pick-up their pre-kindergarten child(ren) as

early as 3:00 p.m. and enter through the front door entrance. Parents are required to use a Pre-kindergarten Parent Pass for dismissal.

- 3:50 p.m. - 4:15 p.m.
 - All Pre-kindergarten and kindergarten parents must enter through the front door entrance to pick-up their child(ren). Pre-kindergarten and kindergarten passes should be visible for entrance.
 - All walkers will be escorted for dismissal through the right front door near the cafeteria at 4:00 p.m.
 - Van riders will be escorted to the playground by assigned staff members.
 - All students in the RISE After School Program will be escorted to the designated areas by assigned staff members.
 - Car riders will be released from their individual classrooms via the Kinderlime system. Students will exit through the main entrances.
- 4:15 p.m.
 - All remaining parent pick-ups/car riders will be escorted to the media center by their teacher at 4:14 p.m. Parents arriving after 4:30 p.m. must come into the building to sign out their children. A fee of \$1 per minute per child will be assessed for students beginning at 4:30 p.m. until the time of parent pick-up. Payment is due at the time of pickup.

Attendance Policy

Drew Charter School maintains attendance regulations that follow guidelines of the Atlanta Public Schools Attendance Policy. Students are expected to be in school except in cases of illness or emergency (see list of Excused Absences and Tardies below). Only when attendance is regular and punctual can students fully capitalize on the many opportunities for successful learning that this school offers. The school and its families must work together closely to ensure the regular attendance of all students. While the school recognizes the value of family trips, it is strongly recommended that such trips correspond with the generous vacations already in the school calendar to avoid the loss of valuable class time. Students are responsible for any work missed due to an absence, whether excused or unexcused. Parents are required to notify the school of a child's absence as soon as possible and preferably before the start of the day on which the student will be absent. If the school has not been notified about an absence in a timely manner, the school will attempt to contact the family by phone to inform them about the student's absence. Parents can also verify their child's attendance via the Infinite Campus Parent Portal.

Excused Absences and Tardies (Proper Documentation Must Be Provided)

Excusable absences permitted by Georgia Board of Education attendance rules:

- Illness
- Educational opportunity
- Quarantine
- Suspension
- Death in family
- Expulsion
- Medical (or dental) appointments
- Court proceedings (one-day limit)

- Religious proceedings
- Serve as a page in the Georgia General Assembly

Absence Policy

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

1. After two (2) unexcused absences the teacher/school will contact the parent by phone, email or in person and remind them of the school's attendance policy. The teacher/school will document the contact with the parent.
2. After three (3) unexcused absences the school counselor will send a first (1st) notice to the parent reminding them of the school's attendance policy and intervene to support if necessary. A second (2nd) notice will be sent after five (5) unexcused absences.
**Notices will be mailed to the address listed in Infinite Campus.*
3. If the student accumulates more than five (5) unexcused absences a referral will be made to the school social worker. The school social worker will contact the parent and collaborate with the administrative team.
4. If the student continues to accumulate absences, a meeting will be scheduled with a Drew Charter School administrator and the social worker to determine the student's continued enrollment at Drew Charter.
5. A student can be withdrawn from the school if they accumulate more than 10, consecutive, unexcused absences for the year. The school counselor contacts the parent at 3 unexcused absences. The school counselor refers the student to social worker at 5. Social worker will meet with the parent and intervene/set parameters for withdrawal. If the student continues to accumulate absences 10+ they can be withdrawn. Drew's social worker will indicate to administrators which students have not improved.

Truancy

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

The law states the following: "Any parent, guardian, or other person residing in this state who has control or charge of a child 65 or children and who violates this Code section shall be guilty of a misdemeanor and upon conviction thereof, shall be subject to a fine of not less than \$25.00 and not greater than \$100.00, or imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day's absence from school in violation of this part after the child's school system notifies the parent, guardian, or other person who has control or charge of a child of five unexcused days of absence for a child shall constitute a separate offense."

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

Excused/Unexcused Absences

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

Violation of Drew Attendance Policies

Students with excessive unexcused absences and/or tardiness are in violation of our attendance policy. Students who have exhibited a pattern of poor attendance from previous school year and/or have exceeded the current school year maximum number of unexcused absences and/or tardies may be placed on attendance probation. Students on probation can be withdrawn when 2 absences and 5 tardies are reached.

Absence Documentation Requirement

Parent's Note

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

Doctor's Note

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

Participation in Extracurricular Activities

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

Make-up Work

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

Tardiness Policy

All students must arrive at school and be in the assigned classroom **by 8:00 a.m.** Students are considered tardy when entering the classroom after the 8:00 a.m. bell rings. Repeated failure to

comply with this policy could result in the student losing the privilege of attending Drew Charter School.

Tardiness Procedures

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

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

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

Late Pick-Up

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

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

Please note that the school will make every effort to contact you should your child not be picked up by 4:30 p.m. Continued late pick-ups will be referred to the school counselor and social worker, the principal, and the Truancy Intervention Program for follow up. In order to ensure the safety of your child, please note that the school will contact the local authorities/DFCS should a pattern of late pick-ups occur.

For parents who choose to enroll their children in the after-school program, please note that the RISE After-School Program ends at 6:00 p.m. A fourteen minute grace period for picking up students is provided. At 6:15 p.m., the following course of action will be taken:

At 6:15 p.m. – Parents must pay a \$1 per minute late fee at the time of pick-up.

Please note that the school will make every effort to contact you should your child not be picked up by 6:30 p.m. Late pick-ups will be referred to the school counselor, social worker,

and principal for follow up. In order to ensure the safety of your child, please note that the school will contact the local authorities should a pattern of late pick-ups occur. The child will also be removed from the After-School Program.

Early Dismissal

Requests to be dismissed before the end of the school day must be limited to emergencies or medical appointments which cannot be taken care of during after school hours. Parents should not check out students for the purpose of avoiding car rider traffic. Students who need to leave early should bring a note from their parents on the morning of the day of the early dismissal. Parents have to check their child out early from the front desk using standard checkout procedures. Frequency of early dismissals will be monitored. **Early dismissal ends at 3:15 p.m. Students will not be released for early dismissal between 3:15 p.m. and 3:50 p.m.**

Transfer or Withdrawal of a Student

When students transfer or withdraw from school, parent(s)/guardian(s) are required to come to the school and sign the necessary forms. A 48 hour period is necessary to process all withdrawal paperwork. Students' grades and transcripts will not be released until all accounts are cleared.

Multi-Media Center

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

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

Responsible Technology Use

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

1. Drew Charter School technology is intended for educational purposes only.
2. All activity over the network or while using Drew technologies will be monitored.
3. Access to online content via the school network will be filtered in accordance with our policies and federal regulations, including the Children's Internet Protection Act (CIPA).
4. Users are expected to follow the same rules for good behavior and respectful conduct online as offline.
5. Misuse of school resources will result in disciplinary action.

6. Drew Charter School makes every effort to ensure users' safety and security online, but will not be held accountable for any harm or damages that result from use of school technologies.
7. Users of the school network or other technologies are expected to immediately alert school personnel of any concerns for safety or security (duty to inform).
8. Any electronic device that is being used inappropriately will be confiscated and students will receive a consequence, including loss of technology privileges.
9. Students/parents will be held responsible for damaged technology.

STUDENT HEALTH SERVICES

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

School Nurse

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

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

Medication

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

Sick Call

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

Contagious illness: If a student has been identified as possibly having a contagious illness, the school system will follow the infectious disease reporting protocol including

recommendations from the Fulton County Health Department.

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/>.

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

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

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

- Parents must obtain a visitor's pass from the front office.
- Label the lunch and bring the lunch to the cafeteria and place it in the area assigned to your child's homeroom teacher (students will retrieve their lunch at their lunch time; they will not be called out of class).
- Pack lunch in a closed container (sack or lunchbox/bag).
- Bring lunch only for students for which you are a contact.

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

Breakfast will be available to all students. The cost of breakfast is \$.75 or \$.30 for students who receive reduced prices. Lunch may be brought to school or purchased from the school cafeteria. Lunch is \$2.25 or \$.40 for students who receive reduced price. Students may also purchase a la carte items. Additionally, milk is \$.80 and any side item is \$1.25. Parents are welcomed and encouraged to join their children for breakfast and lunch. The cost for an adult breakfast is \$1.50 and \$4.00 for lunch. Parents must stop at the front desk and get a visitor pass, before taking the lunch to the cafeteria. If you eat lunch with your child, please say goodbye in the cafeteria so that your child and the teacher can continue with their daily routine.

You may pay for your meals at the school by cash or money order, or you may place money in your child's account using a credit card by going to www.atlantapublicschoolsnutrition.us.

Subsidized meal applications for free or reduced cost lunches under the National School Lunch and School Breakfast Program should be completed within the first month of school. All parents must complete the online application by September 1, 2019. Applications can also be obtained from the school office.

Lunch with Students

Parents are welcome to eat lunch with their children at school; however, the school may limit or cancel lunches if a parent's presence or behavior intentionally or unintentionally causes a disruption

or safety concern. If a custodial dispute arises, the school may request custody documentation and may restrict lunches as deemed appropriate or as necessary pursuant to relevant legal documentation. All visitors must sign in at the school office and obtain a visitor's badge that must be worn at all times while in the building or while on the school grounds.

DRESS CODE

While attending school, all students must be in uniform daily. Uniforms must be neat and clean. Students should also practice good hygiene. If a child is out of uniform, parents will be contacted and required to bring the necessary items before students are admitted to class. Coats, jackets and other over-garments, which are not a part of the school uniform, must be stored in an assigned location. Coats and jackets cannot be worn in the building. The uniform requirements are listed below.

	Boys	Girls
Tops	Hunter Green Knit Polo Style Shirt <ul style="list-style-type: none"> ▪ <i>Must have collar</i> ▪ <i>Must have sleeves</i> ▪ <i>No insignias (logos) other than school insignia</i> ▪ <i>Solid Color Only</i> ▪ <i>No T-Shirts</i> Sweater/Sweatshirts – in green, white or khaki	Hunter Green Knit Polo Style Shirt <ul style="list-style-type: none"> ▪ <i>Must have collar</i> ▪ <i>Must have sleeves</i> ▪ <i>No insignias (logos) other than school insignia</i> ▪ <i>Solid Color Only</i> ▪ <i>No T-Shirts</i> Sweater/Sweatshirts – in green, white or khaki
Bottoms	Khaki Pants, Khaki Shorts (not to exceed 1 inch above the knee) (Tan/Beige Color ONLY)	Khaki Skirt, Khaki Shorts, Skorts (not to exceed 1 inch above the knee) (Tan/Beige Color ONLY) Khaki Jumper, Khaki Pants (Tan/Beige Color ONLY)
Footwear	No open toed shoes	No open toed shoes
Accessories	Belt All accessories should be consistent with the spirit of the uniform policy. Head coverings are only allowed for religious reasons inside of the school building.	Belt All accessories should be consistent with the spirit of the uniform policy. Head coverings are only allowed for religious reasons inside of the school building.
Other	When approved by the administration, select clothing may be allowed on particular school days. Professional dress will be requested or required for select events including project presentations.	

COMMUNICATION

Weekly Principal Newsletter

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

Grade Level Communication

Homeroom teachers will provide weekly communication to parents each Monday.

Contacting Staff Members

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

1. Parents/guardians should expect staff to respond to phone calls and emails within two business days.
2. Upon receipt of a conference request, staff members will attempt to schedule conferences within the next 10 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.
3. Please always check in at the front office and refrain from going directly to classrooms or offices before the main office has contacted the staff member.
4. Under no circumstances should a parent go to a classroom or interrupt a teacher's class without prior consent from the main office.

Parent-Teacher Conferences

Teachers are not available for parent-teacher conferences during instructional time. However, parents are encouraged to utilize the scheduled teacher conference days to address student issues. There are four, yearly scheduled conference days throughout the school year. Teachers remain at the school to meet with parents and guardians. If you submit a concern, complaint or issue, please allow time for the principal and/or teacher to investigate your concern before giving you a reply.

Lost and Found

The Lost and Found area is located in the cafeteria. At the end of each month, unclaimed items are donated to charity. Items of clothing that may be removed, such as coats and sweaters, should be labeled with the student's name.

STUDENT ASSESSMENT

Homework

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

Progress Reports/Mid-Term Conferences

Progress reports are sent home on a monthly basis. Student's grades can also be monitored via the Infinite Campus Parent Portal at any time.

Parent/Teacher Conferences

Mandatory attendance is required at all Parent/Teacher conferences. Four concrete evaluations to the family about student progress in each subject are provided each year.

Report Cards

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

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

Grading	
Kindergarten Performance Levels	Grades 1-5
Proficient Developing Beginning	A = 90 -100% Excellent B = 80 – 89% Above Average C = 70 – 79% Average F = 0 – 69% Below expectations
Each teacher will provide the appropriate grading weight and scales for each class. <i>*Note all criteria for determining grades is subject to change.</i>	

BEHAVIORAL NORMS

Trust is critical to the culture of the Drew Elementary Academy. As a school we operate from the position that students will become better decision-makers if they are provided appropriate freedom, trust and support. There are a variety of strategies to promote good decisions including coaching, goal-setting, recognition, self-reflection and rewards. Whenever possible the staff will utilize these strategies through processes and systems like one-on-one conferences, shout-outs, self-assessment assignments and rewards.

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 developing plans to repair any damage that has been done through reflection, use of our counselors, and restorative practices. 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. The administration reserves the authority to implement consequences that are deemed to be most appropriate.

Social Emotional Learning (SEL)

Social Emotional Learning (SEL) involves processes through which children and adults develop fundamental emotional and social competencies to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive

relationships, and make responsible decisions. The overall intent and purpose of the program is designed to inform how adults/students relate to each other, foster a calm and welcoming school climate, shape partnerships with families and community and build heightened engagement, trust and collaboration.

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

- Mindful Monday- School-wide peace/meditation
- Terrific Tuesday- Second Step Curriculum
- Wonderful Wednesday- Second Step Curriculum
- Thrilling Thursday - Second Step Curriculum
- Fantastic Friday- Class Meetings

Goals for implementing SEL include:

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

Learning Environment

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

Teacher/Staff Responsibilities:

Teachers/staff are expected to model behaviors that are consistent with Drew's policies and school performance standards. Teachers/Staff are responsible to support the learning environment by exemplifying the following standards of conduct:

- Teachers and staff shall promote mutual respect between students and adults.
- Teachers and staff shall be prepared to meet professional responsibilities associated with their respective positions.
- Teachers and staff shall develop and use cooperative discipline strategies, including appropriate language of learning techniques and a consistent school-wide procedure to address conflicts and problem-solve with students.
- Teachers and staff shall promote a sense of pride and community as evidenced by a friendly and inviting atmosphere, the presence of celebratory clubs and activities, festive routines and traditions, and service in the school and community.
- Teachers/administrators shall contact a student's parents/guardians in cases of

serious infractions of the school code of conduct.

Parent/Guardian Responsibilities:

Parents and guardians of students are expected to participate in their child's education in the following ways:

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

Hallway Conduct

Acceptable behavior in the halls is as follows:

- Speak softly and walk quietly.
- Do not block the hall or stairs.
- Avoid standing in groups and blocking other students from proceeding to class.
- Walk to the right.
- Quiet zones include the front lobby, media center, and stairwells.
- Individual students in the hallway must have a pass and be respectful of hall procedures.
- Keep your hands to yourself. All eyes forward. Low speed.
- Failure to conduct yourself appropriately in the hallways will result in disciplinary action.

Levels of Infractions

Charles R. Drew Charter School has the highest expectations for student conduct to promote a culture of excellence, inquiry and academic rigor. Our primary goal is to educate, not employ punitive measures; however, when the behavior of an individual student comes in conflict with the rights of others, corrective action is necessary. The Discipline Policy below is in place for the rare occasion when Drew Charter School’s rules and culture are not adhered to or disrespected.

Level 1 Infractions	
<p>Level 1 Infractions are acts of misconduct which interfere with orderly school procedures, school functions, extracurricular programs, approved transportation, or a student’s own learning process. Infractions and consequences include but are not limited to the following:</p>	
<p>Sample Infractions</p> <ul style="list-style-type: none"> ▪ Excessive talking ▪ Failure to follow classroom procedure(s) ▪ Refusal to participate, withdrawal, or detachment ▪ Inability to work cooperatively with others or resolve interpersonal differences ▪ Distracting or disruptive movement or noise ▪ Persistent acts that seek attention ▪ In appropriate use of electronic devices (first offense, at administration’s discretion based on severity of infraction) ▪ Chewing gum/eating candy 	<p>Potential Consequences</p> <ul style="list-style-type: none"> ▪ Logical consequences that follow from the student’s action (relocation in the classroom, time out placement in another classroom, free time restrictions, confiscation, loss of technology, etc.) ▪ Reflective consequences that require reflection and problem solving ▪ Appropriate in-class behavioral interventions ▪ Restorative consequences that repair harm done or mend relationships (written apology, mediation, etc.) <p>Other Recommended Actions</p> <ul style="list-style-type: none"> ▪ Parent phone call ▪ Documentation of chronic Tier 1 incidents

Level 2 Infractions

Level 2 Infractions are acts of misconduct which include, but are not limited to, repeated, but unrelated, Level 1 Infractions and misbehavior directed against persons or property but which do not seriously endanger health, safety or well-being of others. Infractions and potential consequences include but are not limited to the following:

Sample Infractions

- Disobedience or defiance of authority/refusing to follow directions of an adult
- Disobedience of logical consequence from Level 1 behavior (e.g., disruption in assigned time out classroom)
- Repeated interference with the school's ability to provide educational opportunities to other students
- Talking back to staff/adults
- Throwing objects or other behavior that may become harmful
- Tardy to class (during school hours)
- Repeated Level I offenses

Potential Consequences

- Mindful Nest, part of day or whole day, possibly multiple days
- Removal for remainder of the school day
- After School Detention assigned by administrator/Lunch Detention assigned by administration
- Logical consequences that follow from the student's action (relocation in the classroom, time out placement, required additional time [loss of recess, silent lunch], confiscation of property, etc.)
- Reflective consequences that require reflection and problem solving pertinent to the infraction
- Corrective consequences that require students to practice desired behavior
- Restorative consequences that repair harm done or mend relationships (written apology, mediation, etc.)
- Lunch work detail
- Loss of privileges (field trips, celebrations, assemblies, etc.)
- Meeting to develop Intervention Plan/Behavior Contract for student
- Required conference with parent/guardian and child

Other Recommended Actions

- Parent phone call
- Conference with administrator
- Parent conference
- Grade-level conference
- Counselor/Social Worker referral

Level 3 Infractions

Level 3 Infractions are serious acts of misconduct. These behaviors include, but are not limited to, repeated misbehaviors of a similar nature, serious disruptions of the school environment, that may threaten health, safety, or property and other acts of serious misconduct. A child who reaches this level will automatically be referred to an administrator. Infractions and consequences include but are not limited to the following:

Sample Infractions

- Chronically disruptive behavior (previous referrals at Level 2)
- Repeated disruption of learning environment
- Repeated disobedience or defiance of authority/refusing to follow directions of an adult
- Instigating/provoking fights
- Fighting/Physical Aggression
- Food fighting
- Intentionally setting off fire alarm
- Threatening harm to another student or staff
- Verbal/written aggression/abuse – including swearing, threats to peers and adults
- Leaving room or building without permission
- Theft/attempted theft/possession of stolen item
- Destruction of school or private property (vandalism)
- Class Cutting/ excessive/chronic tardy to class
- *Bullying
- Inappropriate technology usage (severity left to discretion of administration)

Potential Consequences

- Out of School Suspension (1-10 days)
- Logical consequences that follow from the student’s action (relocation in the classroom, time out placement, free time restrictions, confiscation, etc.)
- After School Detention assigned by administrator/Lunch Detention assigned by administration
- Behavior Contract
- Reflective consequences that require reflection and problem solving
- Corrective consequences that require students to practice desired behavior
- Restorative consequences that repair harm done or mend relationships (written apology, mediation, etc.)
- Loss of privileges (field trips, celebrations, assemblies, etc.)
- Community service hours
- Restitution (payment of damages) or charges filed with the civil authorities
- Required conference with parent/guardian and child before the child may return to school from suspension
- Referral to the Leadership Team/Behavior Support Team
- Referral to tribunal

Other Recommended Actions

- Parent phone call
- Discipline referral
- Conference with administrator/Counselor and/or Social Worker
- Parent conference
- Grade-level conference

Level 4 Infractions

Level 4 Infractions are the most serious acts of misconduct as this is misconduct that threatens the health, safety, or well-being of others. These violations are so serious that they may require notice to outside agencies and/or law enforcement. Such acts may also result in criminal penalties being imposed. At this level, the school has made every attempt to work with the student and his/her parent/guardian. Either the interventions have not worked or the severity of the infraction warrants this level. If a student has possession of weapons, drugs, alcohol, cause bodily harm to or assaults staff (all of which violate state law), he/she will immediately escalate to Level 4. Infractions and consequences include but are not limited to the following:

<p>Level 4 Infractions</p> <ul style="list-style-type: none"> ▪ Chronic Behavior Problem Student ▪ Chronic Level 3 Offenses ▪ Repeated Failure to adhere to goals in the Behavior Intervention Plan ▪ Possession of/carrying of weapons ▪ Possession and/or use of drugs/alcohol ▪ Arson, false alarm or bomb threats ▪ Terroristic threats ▪ Assault of staff ▪ Sexual harassment of student/staff ▪ Promiscuous or immoral acts ▪ Inappropriate Internet use ▪ Gang related activity 	<p>Potential Consequences</p> <ul style="list-style-type: none"> ▪ Long-Term Suspension ▪ Civil Authorities called and possible charges filed ▪ Referral to Tribunal ▪ Mandatory Transfer ▪ Expulsion <p>Other Recommended Actions</p> <ul style="list-style-type: none"> ▪ Immediate discipline referral to administration ▪ Conference with administrator ▪ Parent phone call ▪ Parent conference ▪ Grade-level case conference
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***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 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.

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.

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

Audio or Video Recording

Students 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/recording being confiscated.

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 also request that at least one (1) parent or guardian attend a

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

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

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

Investigation of Misconduct

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

At an appropriate time during or after the investigation, the parent or guardian will be notified. The administrator or designee should also immediately inform parents/guardians when students are removed from the school setting by emergency medical or law enforcement personnel.

The determination of whether or not a student has committed a disciplinary violation will be made based solely on a preponderance of the evidence. The decision to charge a student for violation of this code of conduct is made by the school administration.

Student Questioning by School Administrators

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

Student Interaction with Social Workers and Counselors

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

responsibility to protect and ensure their well-being

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

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

Student Questioning by Law Enforcement

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

Intervention Strategies

The following disciplinary actions reflect interventions that are available to the staff when handling matters. At the discretion of the administrator, alternative actions, including but not limited to reflection time, use of breaks/time out, restrictions on free time, a change in the student's schedule or length of the student's school day, isolation from peers at lunch.

Assignment of Extra Duty or Extra Work: Depending on the nature of the behavior infraction, duties or extra work may be assigned to match the nature of the offense. These duties or extra work shall be assigned and evaluated by a teacher and/or an administrator.

Behavior Contract: The administrator, counselor or teacher, in consultation with the parent and student, will develop a behavioral contract. A behavioral contract identifies a specific behavior, describes how the student should behave, and clearly specifies the consequences of misbehavior. Violation of the terms of the contract may result in a mandatory withdrawal from school.

Deprivation of Privileges: Extracurricular activities are special privileges offered to enhance the student's overall learning experience. Field trips, assemblies, recess, and other special events are privileges, not rights. Any or all of these privileges may be revoked and the student's parent/guardian will be notified.

Parent Involvement: Parents and/or legal guardians are notified of disciplinary action by telephone, personal contact, letter, or certified letter. A conference may be conducted between the student, his/her parents, a school administrator, and/or teacher as appropriate.

Peer Mediation: Mediation can be used to defuse potential situations. It can be used as a means to resolve problems and improve communication among students. Mediation is not a substitute for administrative action but may serve as an intervention.

Referral to Law Enforcement Agencies: Students may be referred to the appropriate

law enforcement agencies for any inappropriate behavior that warrants a referral.

Restitution: Students will be responsible for the payment and/or restoration of school or personal property that has been vandalized, damaged, lost, or stolen. The parent/guardian will be notified and held liable.

Behavior Contract: In some instances, a formal conference is held between the student and one or more school officials after repeated or chronic offenses to place students on a behavior contract. During this conference, the student must agree to correct the behavior along with the support of their parents and guardians and in conjunction with the school. Students who are exhibiting chronic behavior issues will be placed on the behavior contract with the understanding that violation of the contract's expectations will result in referral to the tribunal officer and could result in a mandatory withdrawal.

The Mindful Nest: A student may be temporarily removed from class and placed in the Mindful Nest Program for disciplinary reasons. In the Mindful Nest, students will reflect on their actions and receive mini-lessons related to their infraction and how to make better choices in the future. A conference between the student, teacher, administrator, will be scheduled if deemed necessary by an administrator. If students violate any of the Mindful Nest rules during their assigned time, the student will be suspended from school for the remaining number of days assigned.

Out-of-School Suspension: A short-term out-of-school suspension is defined as the suspension of a student from Drew Charter School for a period not exceeding ten consecutive school days. Except in the case of an emergency situation, in which the administrator has determined that there is a clear and present danger to the lives, health or safety of students or school personnel, any suspension will be preceded by parent/guardian notification. The administrator will hold a pre-suspension conference with the student and, if possible, teacher(s) or other school personnel involved with the matter. At this conference, the student will be informed of the reason for the contemplated disciplinary action, the evidence against him/her, and will be given an opportunity to present his/her version and evidence in support of his/her defense.

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

decision with regard to long-term suspensions.

Mandatory Transfer from Drew: If a student is being considered for mandatory transfer from Drew Charter School, the Principal shall provide written notification to the student and his or her parent(s) or guardian(s) that the student is being considered for transfer to another school. Such notice also shall set a time and place for an informal conference with the Principal and shall inform the parent(s) or guardian(s) of their right to be accompanied by an individual of their choice. Except for those items which, under state and federal law, require immediate transfer, the Principal may not require a transfer of a student unless a prior written and verbal warning for mandatory transfer has been issued to both the student and his/her parent or guardian. In that “final warning”, documentation must appear which clearly demonstrates which aspects of the Student Discipline Policy or Family/School Compact have been violated and why these violations warrant mandatory transfer if continued. If, following the informal conference, the Principal maintains that the student would receive an adequate and appropriate education in another school program, the Principal shall provide written notification to the student and his or her parent(s) that the student is being required to transfer. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of mandatory transfer at the last known address. Where possible, notification shall also be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall include a description of the behavior and/or academic problems indicative of the need for transfer, a description of the alternatives explored, prior action taken to resolve the problem, and an invitation for an immediate formal hearing with the Principal and the Head of School. At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence. The parents, should they so choose, may also present materials to the Principal or Head of School for consideration. The Head of School will render a formal decision with 24 hours of the hearing. Upon requiring a student to transfer from Drew Charter School, a written notice will be sent to Atlanta Public Schools.

IEP and IDEA Requirements; Due Process¹

1. Drew commits to staying in compliance with any federal law regarding student discipline for children with disabilities, and will stay apprised of any changes in the law. Students with disabilities have the same rights and responsibilities as other students and may be disciplined for the same behavioral offenses. If a student with disabilities has an individual education plan (IEP) that includes disciplinary guidelines, that student will be disciplined according to those guidelines as required by the Individuals with Disabilities Act (IDEA). Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policies discussed above.
2. Any student who is receiving special education services or has been identified as a student with a disability under IDEA and whose acts are determined by the Head of School and Principal to have violated any rules, regulations or laws as alleged, shall be referred to an IEP committee. The IEP committee will be responsible for determining if the student's conduct is a manifestation of his/her disability and whether such conduct warrants a change in placement and amendments to the IEP. If the IEP committee determines that the student's conduct is not a manifestation of the

student's disability, the school shall determine what, if any, disciplinary actions shall be taken with regard to offenses that the student has been found by the Head of School or Principal to have committed. The IEP committee shall also have the authority to 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.

3. A student's family may elect to appeal a decision by the Principal for long term suspension or mandatory transfer to the Head of School. The Head of School may delegate the responsibility and authority to conduct a hearing to a tribunal committee and the tribunal shall take all actions that would otherwise be taken by the Head of School. All such actions taken by the tribunal in connection with such a hearing will be binding on Drew Charter School and the student. In all events of mandatory withdrawal, the Head of School and/or school social worker will work in conjunction with the family to find the best solution.

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

DREW CHARTER SCHOOL FAMILY/SCHOOL COMPACT
301 East Lake Blvd., Atlanta, GA 30317
404-687-001 (phone)

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 collaborating with families in order to accomplish our mission. The staff will:

1. Provide a safe and healthy learning environment;
2. Communicate regularly about your child's progress;
3. Respond to any messages or notes that are received from parents/guardians within 48 hours;
4. Provide additional interventions and academic support (i.e., after-school tutorial, Saturday School) 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 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;
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 in he/she has any deficiencies;
4. Interact in a respectful and courteous manner with all school staff and review and respond to messages and correspondences in a timely manner;

5. Know and reinforce all school norms and expectations and be responsible for school property and computer equipment issued to my child; and
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 technology devices; and
5. Accept responsibility and consequences for my behavior.

PLEASE SIGN AND RETURN THIS FORM TO YOUR CHILD'S HOMEROOM TEACHER

I have received this Handbook and compact and reviewed it with my child. My child and I agree to the terms of this Handbook and compact and understand that if 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: _____ Grade: _____

Signature of Student: _____ Date: _____

Homeroom Teacher Name: _____

Signature of Teacher: _____ Date: _____



DREW CHARTER SCHOOL (ATTACHMENT A) DREW CHARTER SCHOOL

Admission and Enrollment Policy for Kindergarten through 12th Grade

Drew Charter School's enrollment policy reflects its mission to be (1) a neighborhood school, serving as the linchpin of the neighborhood revitalization in East Lake, (2) a mixed-income school, and (3) a family school. Consistent with these principles, its charter agreement, and applicable law, starting with applications for the 2017-2018 school year, Drew Charter School will implement its enrollment policies in two phases: Years 1-4 and Year 5. "Priorities" (A-E in Years 1-4 and A-D in Year 5) will determine the order of admission for new students.

For Years 1-4 (the 2017-18 through 2020-21 school years) the priorities are as follows.

Priority A:

- (1) Students whose parent(s) or guardian(s) are a member of the governing board, or a full-time teacher, professional, or other employee of Drew Charter School (including the Cox Pre-Kindergarten Program), regardless of where they reside; and then
- (2) For the 2017-2018 school year only, students enrolled in a Partner Pre-Kindergarten Program during the 2016-2017 school year who reside in the City of Atlanta. "Partner Pre-Kindergarten Program" includes only the Pre-Kindergarten program at East Lake Sheltering Arms Early Education and Family Center and the Cox Pre-Kindergarten Program at Drew Charter School; and
- (3) For the 2018-2019 through 2020-2021 school years, students enrolled in a Partner Pre-Kindergarten Program who reside in The Villages of East Lake, East Lake, or Kirkwood.

Priority B: Students who reside in The Villages of East Lake.

Priority C: Siblings of currently enrolled students who were enrolled in Drew Charter School or Cox Pre-Kindergarten during the 2016-2017 school year *and* who were born on or before September 1, 2016.

Priority D:

- (1) Siblings of students who enrolled at Drew Charter School during the 2017-2018 school year or later who reside in East Lake or Kirkwood; and then
- (2) All other students who reside in East Lake and Kirkwood.

Priority E:

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

In Year 5 (2021-2022) the priorities will be as follows:

Priority A:

- (1) Students whose parent(s) or guardian(s) are a member of the governing board, or a full-time teacher, professional, or other employee of Drew Charter School, regardless of where they reside; and then
- (2) Students enrolled in a Partner Pre-Kindergarten Program who reside in The Villages of East Lake, East Lake, or Kirkwood. "Partner Pre-Kindergarten Program" includes only the Pre-Kindergarten program at East Lake Sheltering Arms Early Education and Family Center and the Cox Pre-Kindergarten Program at Drew Charter School; and then

Priority B:

Students who reside in The Villages of East Lake.

Priority C:

- (1) Siblings of students who are currently enrolled at Drew Charter School in Pre-Kindergarten through 12th grade who reside in East Lake or Kirkwood; and then
- (2) All other students who reside in East Lake and Kirkwood.

Priority D:

- (1) Siblings of students who are currently enrolled at Drew Charter School in Pre-Kindergarten through 12th grade who reside in the City of Atlanta; and then
- (2) All other students who reside in the City of Atlanta.

Drew Charter School will admit students in the order above until there are more applicants than spaces for any grade. When this occurs, a lottery will be held for that grade. For the first Priority group for which there are more applicants than spaces (for example, Priority D(2)), admission will be determined through the lottery. The Drew Charter School Board reserves the right to make other changes to its enrollment policies to reflect its mission, its charter, and applicable law.

To further its goal of socioeconomic integration, Drew Charter School will use a weighted lottery that will provide an additional weight for "economically disadvantaged" students, as defined by the Georgia Department of Education. The Drew Charter School Board will determine, on an annual basis, whether to utilize a weighted lottery, for which grades, and the particular weights, with the goal of increasing the statistical likelihood that Drew Charter School will achieve its goal of serving economically disadvantaged students at all grade levels.

The board will examine the current Free and Reduced Lunch rates at each grade level during the fall semester. Based on the current level, the board will recommend weighting for the next school year’s lottery at each grade level and within the priority groups according to the following formula.

FRL %	Weight Given to FRL Applicants
65% or more	No weight
64% - 60%	2:1
59% - 55%	3:1
54% - 50%	4:1
49% or less	5:1

A student enrolled in Drew Charter school at the end of the academic school year shall automatically be enrolled in the school for the following academic school year provided that (i) the student continues to reside in the City of Atlanta (or the student's parent continues to be a teacher, staff member or board member of Drew Charter School) and (ii) the student has reenrolled by the date established annually by the Principal.

In the event that the Drew Charter School Board reasonably anticipates that it will not have sufficient lottery applicants from students who are economically disadvantaged from Priorities A, B or C in the subsequent lottery to result in a student body meeting its goals of serving economically disadvantaged students, then students who would otherwise be admitted and registered under Priority D shall be placed in the lottery by grade under Priority C (first siblings, then non-siblings) in numbers sufficient to make it statistically likely that Drew Charter School will reach its goals in connection with serving economically disadvantaged students with siblings of current Drew Charter School students sharing the sub-priority with other siblings and non-siblings sharing the sub-priority with non-siblings. This provision will only be applicable in year 5 of the charter.

A student offered admission to Drew Charter School must complete the admission process within the dates specified in the student's offer of admission. As part of this process, the students must provide satisfactory evidence of (1) the student's legal address of residency in the City of Atlanta (or evidence of the student's parent's current employment at Drew Charter School or current service on the Drew Charter School Board), (2) any Pre-Kindergarten Partner enrollment or sibling status that the student claims, and (3) any evidence of economically disadvantaged status the student claims. Upon successful completion of the admissions process, the student shall be enrolled at Drew Charter School. Failure to adhere to the requirements above shall result in termination of the offer of admission.

Drew Charter School will enroll students from the waitlist as seats become available during the school year in order to ensure enrollment levels are maintained according to the school’s charter.