



WESLEY  
INTERNATIONAL ACADEMY

## Wesley International Academy

### May 2023 Governance Meeting

---

#### Date and Time

Monday May 15, 2023 at 4:30 PM EDT

---

Wesley Academy is inviting you to a scheduled Zoom meeting.

Topic: Governance Committee

Time: This is a recurring meeting Meet anytime

Join Zoom Meeting

<https://us02web.zoom.us/j/84999022607?pwd=QkhVZlJnUVFtYnNqai8vbFR1MWJNUT09>

Meeting ID: [849 9902](#) 2607

Passcode: governance

One tap mobile

[+13126266799](tel:+13126266799) ,84999022607#,,,,,0#,,622562# US (Chicago)

[+16465588656](tel:+16465588656) ,84999022607#,,,,,0#,,622562# US (New York)

Dial by your location

[+1 312 626 6799](tel:+13126266799) US (Chicago)

[+1 646 558 8656](tel:+16465588656) US (New York)

[+1 301 715 8592](tel:+13017158592) US (Germantown)

[+1 346 248 7799](tel:+13462487799) US (Houston)

[+1 669 900 9128](tel:+16699009128) US (San Jose)

[+1 253 215 8782](tel:+12532158782) US (Tacoma)

Meeting ID: [849 9902](#) 2607

Passcode: 622562

---

#### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>4:30 PM</b>
<b>A.</b> Record Attendance		Kwende Jones	5 m
<b>B.</b> Call the Meeting to Order		Kwende Jones	1 m
<b>C.</b> Approve Agenda	Vote	Kwende Jones	2 m
<b>D.</b> Approve Minutes	Approve Minutes	Kwende Jones	5 m
Approve minutes for March Governance Meeting on March 20, 2023			
<b>II. Governance</b>			<b>4:43 PM</b>
<b>A.</b> Review and Discuss Staff Handbook and Family/Student Handbook	Discuss	Jason Marshall	15 m
<b>B.</b> Update on WIA Enrollment/Lottery Update on Enrollment Data Discussion	Discuss	Donica Johnson	15 m
<b>C.</b> Discuss Attendance requirement under WIA BY-LAWS	Discuss	Kwende Jones	20 m
<b>D.</b> Discuss Recruitment of New Board Members	Discuss	Kwende Jones	15 m
<b>E.</b> Discuss Transition from 4 Board Committees to 3 Board Committees	Discuss	Kwende Jones	15 m
<b>III. Other Business</b>			
<b>IV. Closing Items</b>			<b>6:03 PM</b>
<b>A.</b> Adjourn Meeting	Vote	Kwende Jones	1 m

# Coversheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** D. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for March Governance Meeting on March 20, 2023

APPROVED



WESLEY  
INTERNATIONAL ACADEMY

## Wesley International Academy

### Minutes

#### March Governance Meeting

---

#### Date and Time

Monday March 20, 2023 at 4:30 PM

---

Wesley Academy is inviting you to a scheduled Zoom meeting.

Topic: Governance Committee

Time: This is a recurring meeting Meet anytime

Join Zoom Meeting

<https://us02web.zoom.us/j/84999022607?pwd=QkhVZlJnUVFtYnNqai8vbFR1MWJNUT09>

Meeting ID: [849 9902](#) 2607

Passcode: governance

One tap mobile

[+13126266799](tel:+13126266799) ,84999022607#,,,,,0#,,622562# US (Chicago)

[+16465588656](tel:+16465588656) ,84999022607#,,,,,0#,,622562# US (New York)

Dial by your location

[+1 312 626 6799](tel:+13126266799) US (Chicago)

[+1 646 558 8656](tel:+16465588656) US (New York)

[+1 301 715 8592](tel:+13017158592) US (Germantown)

[+1 346 248 7799](tel:+13462487799) US (Houston)

[+1 669 900 9128](tel:+16699009128) US (San Jose)

[+1 253 215 8782](tel:+12532158782) US (Tacoma)

Meeting ID: [849 9902](#) 2607

Passcode: 622562

---

#### Committee Members Present

D. Hrabe (remote), D. Johnson (remote), J. Marshall (remote), K. Boyer (remote), K. Jones (remote), L. Price (remote), R. Goodman (remote)

### **Committee Members Absent**

E. Cater, M. Guertin

---

## **I. Opening Items**

### **A. Record Attendance**

### **B. Call the Meeting to Order**

K. Jones called a meeting of the Governance Committee of Wesley International Academy to order on Monday Mar 20, 2023 at 4:39 PM.

### **C. Approve Agenda**

K. Boyer made a motion to Approve the Agenda.

J. Marshall seconded the motion.

The committee **VOTED** unanimously to approve the motion.

### **D. Approve Minutes**

K. Boyer made a motion to approve the minutes from January 2023 Governance Committee Meeting on 01-23-23.

J. Marshall seconded the motion.

The committee **VOTED** unanimously to approve the motion.

## **II. Governance**

### **A. Discuss School Calendar for 2023-2024**

WIA will have a "balanced calendar". Very similar to calendars in the past. Teachers back on July 17, 2023. Students start on August 1, 2023. Last day of school is May 24, 2024. WIA Calendar is closely aligned with APS Calendar. This year's calendar includes "half days" - which is new for this year's calendar. There are 4 half days in total during the school year.

K. Jones made a motion to present the School Calendar as presented in the March Governance Meeting to the Entire Board at the April Board Meeting.

K. Boyer seconded the motion.

The committee **VOTED** unanimously to approve the motion.

### **B. Update on WIA Enrollment/Lottery**

WIA has conducted the Lottery on March 2, 2023. WIA is one of the few schools that has a public lottery. We had 30 people tune in to the Lottery. The Lottery was successful and

the results were released on March 7, 2023 and the deadline is March 21, 2023. WIA was concerned about over offering. WIA over offered for every grade level except for 7th grade. We are pleased with how the lottery process is working so far. WIA has also conducted unofficial tours for families that received offers to attend. Challenge now will be converting offers/acceptances to fully enrolled students.

### **C. Discuss Attendance requirement under WIA BY-LAWS**

Discussion regarding changing language re: Attendance requirements. Overall view is that changes to Section 4.5 of the WIA Bylaws is necessary. We will address this issue with WIA's lawyer.

### **D. Discuss Recruitment of New Board Members**

Charge is to start recruiting new board members. Chip is falling off the Board but will remain on in a related capacity. For future discussion: Do we want the Development Committee to be a board driven committee. Suggested that we look at future roll offs for Recruitment purposes. WIA Leadership to address issue with Development Committee with an internal group and then to discuss with Purpose Possible.

## **III. Closing Items**

### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:41 PM.

Respectfully Submitted,  
K. Jones

---

## **Documents used during the meeting**

- 2024 Draft Calendar (10, 11 & 12 Month)\_v3-13-23[10].pdf

# Coversheet

## Review and Discuss Staff Handbook and Family/Student Handbook

**Section:** II. Governance  
**Item:** A. Review and Discuss Staff Handbook and Family/Student Handbook  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** WIA Family Student Handbook 2023-24 DRAFT.docx  
WIA Staff Handbook 2022-UPDATED (4).docx

# Wesley International Academy

## Family/Student Handbook



**211 Memorial Drive  
Atlanta, GA 30312  
678.904.9137 (Office)  
[www.wesleyacademy.org](http://www.wesleyacademy.org)**

Welcome from our Executive Director and Board Chair

Dear Wesley Families,



Welcome to the 2021-2022 school year! It goes without saying that this coming school year will no doubt be different from anything we have planned for or experienced before. Although the pandemic is not completely behind us, we look forward to getting back to some sense of normalcy. In our preparations for this year, we remain focused on keeping the safety of students, along with teaching and learning at the forefront of our plans.

Although we're in a tough place in our school and nation's history, we've got tough people to meet the challenge. We have welcomed several exciting new faces and changes this year. With Dr. Satterfield and Ms. Goodman leading our PYP and MYP schools respectively, we are confident that this year will bring greater growth, community, and challenge to our students. We are eager to provide our students with greater opportunities for personal and academic growth as well as new ways to forge community with one another. Despite the circumstances, we trust that our students will learn from our current situation as they embark on becoming the next generation of global ambassadors, armed with the determination and passion to change society for the better.

We are all continuing to navigate this transition back to school, especially in the midst of so many challenges around us. Here at Wesley, we are a network of parents, students, staff, and community members working together in pursuit of academic excellence and growth of the whole child. We all want to see our children succeed and are excited about what this year has to offer us. We appreciate you and look forward to working together!

Sincerely,

Jason Marshall, Executive Director

Douglas Hrabe, Board Chair

Commented [1]: Needs to be updated for next year

#### DISCLAIMER

This handbook was prepared for the collective Wesley International Academy school community. Questions concerning this document should be directed to Jason Marshall, Executive Director.

For more information, contact:  
Wesley International Academy, 211 Memorial Drive, Atlanta, GA 30312.

[www.wesleyacademy.org](http://www.wesleyacademy.org)

Subject to Change Disclaimer:

The policies, regulations, and procedures detailed in this handbook are subject to change without prior notice to keep school policies in compliance with State and Federal laws and/or with rules and regulations established and/or approved by the Wesley International Academy Board of Directors. They also may change to effectively respond to changing needs within the school.

Wesley International Academy reserves the right to change all rules and regulations, of whatever kind, affecting students. This handbook does not constitute a contract, express or implied, between any parent, applicant, student, or faculty member at Wesley International Academy or our Board of Directors.

DRAFT

<b>DISCLAIMER</b>	<b>3</b>
<b>FAMILY EDUCATIONAL RIGHTS &amp; PRIVACY NOTICE</b>	<b>11</b>
<b>PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)</b>	<b>12</b>

3

<b>PARENTS' RIGHT TO KNOW</b>	<b>14</b>
<b>WESLEY NONDISCRIMINATION</b>	<b>14</b>
<b>SCHOOL CALENDAR</b>	<b>15</b>
<b>MISSION</b>	<b>16</b>
<b>VISION</b>	<b>16</b>
<b>BELIEFS</b>	<b>16</b>
<b>THE WESLEY WAY</b>	<b>16</b>
<b>ORGANIZATIONAL LEADERSHIP</b>	<b>17</b>
<b>QUESTIONS &amp; CONCERNS</b>	<b>19</b>
<b>ADMISSIONS</b>	<b>20</b>
<b>SCHOOL HOURS</b>	<b>21</b>
<b>ATTENDANCE INFORMATION</b>	<b>22</b>
<b>ABSENCES</b>	<b>22</b>
<b>MAKE UP WORK</b>	<b>23</b>
<b>PARTICIPATION IN EXTRACURRICULAR ACTIVITIES</b>	<b>24</b>
<b>NO SHOWS AND WITHDRAWAL WITHOUT PARENT/GUARDIAN PERMISSION</b>	<b>24</b>
<b>TARDY POLICY</b>	<b>25</b>
<b>EARLY DISMISSALS</b>	<b>25</b>
<b>LATE PICK UP</b>	<b>26</b>
<b>OVERDUE BALANCES</b>	<b>26</b>
<b>GENERAL INFORMATION</b>	<b>27</b>
<b>FIELD TRIPS</b>	<b>27</b>
<b>CLUBS, ORGANIZATIONS &amp; EXTRACURRICULAR ACTIVITIES</b>	<b>27</b>
<b>BIRTHDAYS/CELEBRATIONS</b>	<b>27</b>
<b>BOOK BAGS, SPORTS BAGS AND OTHER BAGS</b>	<b>27</b>
<b>LOCKERS</b>	<b>28</b>
<b>CANCELLATION OF SCHOOL</b>	<b>28</b>
<b>EMERGENCY CONTACT INFORMATION</b>	<b>28</b>

4

<b>EMERGENCY PROCEDURES: EVACUATIONS, SHELTER-IN-PLACE AND OTHER PROTECTIVE ACTIONS</b>	<b>28</b>
<b>CHILD ABUSE</b>	<b>28</b>
<b>NURSE VISITS/MEDICAL NEEDS</b>	<b>29</b>
<b>INJURY DURING THE SCHOOL DAY</b>	<b>29</b>
<b>PHYSICAL EDUCATION</b>	<b>29</b>
<b>RESTRICTED PHYSICAL EDUCATION ACTIVITIES</b>	<b>29</b>
<b>MEDICINE</b>	<b>29</b>
<b>IMMUNIZATION REQUIREMENTS</b>	<b>30</b>
<b>COMMUNICATION</b>	<b>31</b>
<b>PARENT-TEACHER CONFERENCES</b>	<b>31</b>
<b>SCHOOL/CLASSROOM OBSERVATION and VISITS</b>	<b>32</b>
<b>REQUESTING CLASSROOM ASSIGNMENT FOR MULTIPLE BIRTH SIBLINGS</b>	<b>32</b>
<b>USE OF SCHOOL TECHNOLOGY</b>	<b>32</b>
<b>BREAKFAST &amp; LUNCH PROGRAM</b>	<b>32</b>
<b>UNIFORM POLICY</b>	<b>33</b>
<b>NO UNIFORM TODAY PASS DAY SPECIFICATIONS</b>	<b>34</b>
<b>UNIFORM HARDSHIP</b>	<b>34</b>
<b>UNIFORM VIOLATIONS</b>	<b>35</b>
<b>UNIFORM VENDORS</b>	<b>35</b>
<b>VISITOR POLICY</b>	<b>35</b>
<b>PARENT TEACHER STUDENT ASSOCIATION</b>	<b>35</b>
<b>CHILD FIND</b>	<b>36</b>
<b>HOMELESS CHILDREN AND YOUTH</b>	<b>36</b>
<b>HOSPITAL HOMEBOUND</b>	<b>37</b>
<b>SECTION 504 RIGHTS AND PROCEDURAL SAFEGUARDS</b>	<b>37</b>
<b>504 PROCEDURAL SAFEGUARDS</b>	<b>38</b>
<b>ACADEMIC OVERVIEW</b>	<b>40</b>
<b>CHINESE PROGRAM</b>	<b>42</b>

<b>EARLY INTERVENTION AND REMEDIAL EDUCATION PROGRAM</b>	<b>42</b>
<b>SPECIAL EDUCATION PROGRAM</b>	<b>43</b>
<b>GIFTED AND TALENTED PROGRAM</b>	<b>43</b>
<b>STATEMENT OF INCLUSION</b>	<b>43</b>
<b>GRADING AND GRADE REPORT SCHEDULE</b>	<b>44</b>
<b>PROMOTION AND RETENTION</b>	<b>44</b>
<b>TEXTBOOKS AND SUPPLIES</b>	<b>44</b>
<b>HOMEWORK POLICY</b>	<b>45</b>
<b>ACADEMIC INTEGRITY POLICY</b>	<b>46</b>
<b>STUDENT CODE OF CONDUCT INTRODUCTION</b>	<b>49</b>
<b>INVESTIGATION OF MISCONDUCT</b>	<b>50</b>
<b>SEARCHES</b>	<b>50</b>
<b>STUDENT QUESTIONING BY OFFICIALS</b>	<b>51</b>
<b>PROGRESSIVE DISCIPLINE:</b>	<b>51</b>
<b>School Based Interventions &amp; Alternatives to Suspension</b>	<b>54</b>
<b>Confiscation of Property</b>	<b>56</b>
<b>STUDENT OFFENSES</b>	<b>56</b>
<b>5.1.1 Academic Dishonesty:</b>	<b>56</b>
<b>5.1.2 Academic Dishonesty with a Device</b>	<b>56</b>
<b>5.2 POTENTIALLY HARMFUL SUBSTANCES</b>	<b>58</b>
<b>5.2.a Alcohol/Illegal Drugs/Inhalants:</b>	<b>58</b>
<b>5.2.b Alcohol/Illegal Drugs/Inhalants</b>	<b>59</b>
<b>5.2.c Selling/Distributing/Buying Alcohol/Illegal Drugs/Inhalants:</b>	<b>60</b>
<b>5.2.1 Drug Paraphernalia:</b>	<b>61</b>
<b>5.2.2 Counterfeit Drugs or Look Alike Drugs:</b>	<b>61</b>
<b>5.2.3 Over-The-Counter Medication:</b>	<b>62</b>
<b>5.2.3c Selling/Distributing/Buying Over-The-Counter Medication:</b>	<b>63</b>
<b>5.2.4 Possession/Consumption Prescription Drugs:</b>	<b>64</b>
	<b>6</b>

<b>5.2.4.c Selling/Distributing/Buying Prescription Drugs:</b>	<b>66</b>
<b>5.2.5 Stimulants:</b>	<b>67</b>
<b>5.2.5.c Selling/Distributing/Buying Stimulants:</b>	<b>67</b>
<b>5.2.6 Tobacco:</b>	<b>68</b>
<b>5.3 ATTENDANCE VIOLATIONS</b>	<b>69</b>
<b>5.3.1.a Tardy:</b>	<b>69</b>
<b>5.3.1.b Skipping Class:</b>	<b>69</b>
<b>5.3.2 Leaving School Grounds:</b>	<b>69</b>
<b>5.3.3 Unscheduled School Walkout:</b>	<b>69</b>
<b>5.4 Bomb Threats:</b>	<b>70</b>
<b>5.5 BUS BEHAVIORS:</b>	<b>71</b>
<b>5.5.1 Bus Personal Safety:</b>	<b>71</b>
<b>5.5.2 Bus Safety Hazard:</b>	<b>71</b>
<b>5.5.3 Bus Disruptions &amp; Distractions:</b>	<b>71</b>
<b>5.5.4 Emergency Exits:</b>	<b>72</b>
<b>5.5.5 Unauthorized Bus or Exit:</b>	<b>72</b>
<b>5.5.6 Cell Phone /Electronic Devices on Buses:</b>	<b>72</b>
<b>5.6 PERSONAL COMMUNICATIONS/ELECTRONIC DEVICES:</b>	<b>73</b>
<b>5.7.1 Disciplinary actions for students whose parent/legal guardians have completed the Parental Consent &amp; Acknowledgement Form are as follows:</b>	<b>74</b>
<b>5.7.2 Disciplinary actions for students whose parent/legal guardians have not completed the Parental Consent &amp; Acknowledgement Form are as follows:</b>	<b>74</b>
<b>5.7.3 Audio or Video Recording:</b>	<b>75</b>
<b>5.8 STUDENT INCIVILITY</b>	<b>75</b>
<b>5.8.1 Offensive Language:</b>	<b>75</b>
<b>5.8.2 Offensive Materials:</b>	<b>75</b>
<b>5.8.3 Insubordination:</b>	<b>76</b>
<b>5.8.4 Public Displays of Affection (PDA):</b>	<b>77</b>

5.8.5 School Dress Code:	77
5.9 DISRUPTION OF SCHOOL:	78
5.9.1 School-wide Disruption:	78
5.9.2 Trespassing:	79
5.9.3 Unauthorized Area:	81
5.9.4 Unauthorized Entry of Unauthorized Person(s):	82
5.9.5 Unauthorized Item:	83
5.9.6 Selling/Distributing Unauthorized Item	84
5.10 FALSE REPORTS	84
5.10.1 False Report:	84
5.11 Gambling:	86
5.12 GANG RELATED ACTIVITY:	87
5.12.1 Displaying Gang Affiliation:	87
5.12.2 Engaging in Gang Activity:	88
5.12.3 Recruiting/Soliciting:	88
5.13 TEASING/TAUNTING, HARASSMENT, INTIMIDATION, THREATS, AND BULLYING BEHAVIOR	89
5.13.1 Teasing/Taunting:	89
5.13.2 Harassment:	90
5.13.3 Threats:	91
5.13.4 Terroristic Threats:	91
5.13.5 Bullying:	92
5.14 SCHOOL HAZARD OFFENSES	95
5.14.1a Discharging/Lighting Incendiary Devices:	95
5.14.1b Possession Incendiary Devices:	97
5.14.2a Arson with Damage:	97
5.14.2b Arson without Damage:	97
5.15 Off-Campus Offenses:	99
5.16 Parties to the Offense:	100
	8

<b>5.18 PHYSICAL OFFENSES</b>	<b>101</b>
5.18.1 Horseplay/Class Disruption:	101
5.18.2f Stalking:	105
5.18.3 Physical Harm to Employee:	106
5.18.4 Battery of School Employee:	107
5.18.5 Assault of School Employee:	108
<b>5.20 PROPERTY RELATED OFFENSES</b>	<b>109</b>
5.20.1 Vandalism:	109
5.20.2 Theft:	109
5.20.3 Robbery:	109
5.20.4 Burglary:	110
<b>SEXUAL OFFENSES</b>	<b>111</b>
5.21.1 Sexual Activity:	111
5.21.2 Indecent Exposure of Self or Others:	111
5.21.3 Sexual Misconduct:	111
5.21.4 Sexual Harassment:	112
5.21.5 Sexual Battery:	114
5.21.6 Sexual Molestation:	115
<b>5.23 TECHNOLOGY OFFENSES</b>	<b>116</b>
5.23.1 Hacking or Altering School Technology:	116
5.23.2 Piracy:	116
5.23.3 Access, Distributing, or Displaying Inappropriate Material:	116
<b>5.25 WEAPONS:</b>	<b>118</b>
5.25.1 Category I Weapon - Dangerous Weapon or Firearm (Loaded or Unloaded):	118
5.25.2 Category II Weapon – Hazardous Object:	119
5.25.3 Category III Weapon:	121
5.25.4 Bullets, BB’S, Paintball Pellets:	122
<b>STUDENT FORMS</b>	<b>127</b>

DRAFT



DRAFT

**FAMILY EDUCATIONAL RIGHTS & PRIVACY 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 Wesley 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 Wesley decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment.

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

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a school approved volunteer; a person or company that is under the direct control of Wesley with respect to the use and maintenance of education records and with whom Wesley 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 Wesley; enrollment status; most recent educational agency or institution attended; and degrees, honors, and awards received.

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

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

**Parents/Guardians of students under 18 years of age or a student 18 years of age or older objecting to the release of this information should place their objection in writing and notify the student's Assistant Principal, no later than September 2, 2020, 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.

Wesley International Academy 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. Wesley International Academy will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Wesley 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. Wesley will make this notification to parents at the beginning of the school year if the school has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and will be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

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

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

#### **PARENTS' RIGHT TO KNOW**

In compliance with the requirements of the *Every Student Succeeds Act* statute, Wesley International Academy 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.

**WESLEY NONDISCRIMINATION**

Wesley International Academy 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).

Wesley International Academy’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 Wesley’s education programs, activities, or practices. The board further recognizes its responsibility in accordance with applicable laws (Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) to ensure that all students have an equal opportunity to benefit from and participate in all programs and activities of the school system. See Policy JAA. Additionally, sexual harassment is a form of sex discrimination prohibited by Title IX. Wesley International is committed to upholding these laws and takes discriminatory behaviors seriously. For detailed information regarding Title IX reporting (including reports of sexual harassment), formal complaint procedures, grievance process/procedures, supportive measures, investigation, available relief, appeal rights, or for any other information regarding Title IX, please visit <https://www.atlantapublicschools.us/titleix>.

2023 School Calendar

**2023 WIA SCHOOL CALENDAR**

**2022-2023 Balanced School Calendar**

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

  

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

DRAFT

**MISSION**

WIA aims to develop the whole child through an international lens, focused on academics, language acquisition, equitable (and diverse) learning, and a better understanding that personal wellness is integral to student success.

## **VISION**

Establish a space where diversity, equity and inclusion are at the core of who we are. Embrace the whole adult and child through a curriculum that supports the exploration and inquiry into global cultures. Foster a community where all members (students, faculty, and families from all identities) are open-minded, cared for, and valued. Commit to actualizing this vision through continued learning opportunities, building, and maintaining strong, sustainable relationships with our community, and ensuring that all voices are heard.

## **WE BELIEVE**

- It is essential that our students to be internationally minded citizens.
- In an inclusive learning environment that places a focus on exploration, reflection, and service is central to our practice.
- In a learning environment that is open to a world beyond each student's immediate community, city, and country.

## **THE PHOENIX WAY**

We reflect on our actions  
We act with integrity  
We serve our community  
We practice empathy

DRAFT

## **ORGANIZATIONAL LEADERSHIP**

Wesley International Academy (WIA) is led by a local Board of Directors. The Board is responsible for ensuring that the academic program of WIA is successful, that the school's program and operation are faithful to the terms of its charter, and that WIA is a viable organization.

WIA currently maintains a eleven-member Governing Board of Directors. With the exception of

December, the Board meets on the first Tuesday of every other month unless a change becomes necessary. Meetings begin at 6:00 p.m. and typically last one to two hours. Board meetings are held in the Media Center of WIA located at 211 Memorial Drive, Atlanta, GA 30312. All meetings are open to the public. Parent attendance and participation is encouraged.

**Governing Board Members**

Kate Boyer

Vice Chair

[kate.boyer@wesleyacademy.org](mailto:kate.boyer@wesleyacademy.org)

Gayle Burnett

[gayle.burnett@wesleyacademy.org](mailto:gayle.burnett@wesleyacademy.org)

Ewa Cater

Chair

[ewa.cater@wesleyacademy.org](mailto:ewa.cater@wesleyacademy.org)

Julia Dong

[julia.dong@wesleyacademy.org](mailto:julia.dong@wesleyacademy.org)

Mazie Lynn Guertin

[mazie\\_lynn.causey@wesleyacademy.org](mailto:mazie_lynn.causey@wesleyacademy.org)

Chip Hill

[chip.hill@wesleyacademy.org](mailto:chip.hill@wesleyacademy.org)

Douglas Hrabe

[douglas.hrabe@wesleyacademy.org](mailto:douglas.hrabe@wesleyacademy.org)

Adrian Hunter

Treasurer

[adrian.hunter@wesleyacademy.org](mailto:adrian.hunter@wesleyacademy.org)

Kwende Jones

Secretary

[kwende.jones@wesleyacademy.org](mailto:kwende.jones@wesleyacademy.org)

Obi Okwara

[obi.okwara@wesleyacademy.org](mailto:obi.okwara@wesleyacademy.org)

Seneca Williams

[seneca.williams@wesleyacademy.org](mailto:seneca.williams@wesleyacademy.org)

John Wright

[john.wright@wesleyacademy.org](mailto:john.wright@wesleyacademy.org)



**Site-Based Leadership**

Mr. Jason Marshall  
Executive Director  
[jason.marshall@wesleyacademy.org](mailto:jason.marshall@wesleyacademy.org)

Ms. Rachel Goodman  
Principal  
[rachel.goodman@wesleyacademy.org](mailto:rachel.goodman@wesleyacademy.org)

Ms. Crystal Hudson  
PYP Assistant Principal  
[crystal.hudson@wesleyacademy.org](mailto:crystal.hudson@wesleyacademy.org)

Dr. Raymond Edwards  
PYP Assistant Principal  
[raymond.edwards@wesleyacademy.org](mailto:raymond.edwards@wesleyacademy.org)

Mr. Richard Pavone  
MYP Assistant Principal  
[richard.pavone@wesleyacademy.org](mailto:richard.pavone@wesleyacademy.org)

Mr. Sean Finney  
MYP Assistant Principal  
[sean.finney@wesleyacademy.org](mailto:sean.finney@wesleyacademy.org)

Ms. Lisa Price  
Chief Financial Officer/Technology  
[lisa.price@wesleyacademy.org](mailto:lisa.price@wesleyacademy.org)

Ms. Donica Johnson  
Director of School Services & Director of  
Strategic Initiatives  
[donica.johnson@wesleyacademy.org](mailto:donica.johnson@wesleyacademy.org)

DRAFT

## QUESTIONS & CONCERNS

The Executive Director is responsible for the overall operation of WIA. Principals are responsible for their respective academies and retain decision-making authority on issues that fall under their scope of authority. Please feel free to contact any member of the leadership team if you have questions about the aforementioned areas. The Executive Director is also available to meet with parents to discuss situations that may fall outside the purview of the Principals or to provide additional follow up to any issues of concern.

In order to create efficient processes for responding to issues of concern, we ask that parents first raise their concern with the classroom teacher (if appropriate) and follow up with their respective Assistant Principals and Principals.

Please follow the chain of communication as indicated below:

- Step One: Teacher
- Step Two: Department Chair or Program Director (Gifted, Special Education, 504, etc.).
- Step Three: Assistant Principal
- Step Four: Principal
- Step Five: Executive Director

DRAFT

## ADMISSIONS

Wesley International Academy is a charter school open to any student (K-8) who resides within the City of Atlanta. There are no preferred attendance zones. Charter schools, as well as public schools, must comply with state and federal regulations, and admissions are open to students in accordance with Wesley's charter agreement.

Admissions Policy: Returning students and new applicants will be enrolled subject to the following priorities:

- Students who attended Wesley during the previous school year
- Siblings of students who attended Wesley during the previous school year
- The children of teachers, staff and Board members at Wesley, not falling under the first two criteria above, including children of teachers, staff, and Board members who live outside of the City of Atlanta
- Students residing within the Atlanta Public Schools (APS) attendance zone

When demand for enrollment exceeds available capacity for prospective students from the criteria above, Wesley will create a waiting list by grade. Wesley uses a random, weighted lottery to select new students after those students eligible for the priorities listed above have been accepted. The lottery is weighted to promote socio-economic diversity by giving each student with economic disadvantages a greater chance to enroll at Wesley.

Wesley cannot maintain a wait list for more than one school year. Parents of children on the waitlist must submit a new application for each school year during that year's application period. All returning parents must submit intent to return paperwork at the designated time in order to retain their child's seat for the subsequent year.

New Student Application Requirements: Please visit the enrollment section located on the Wesley website (<https://www.wesleyacademy.org/enrollment>) as a guide to thoroughly complete the enrollment application and provide the required documentation. Incomplete enrollment applications will not be accepted. All forms included in the application must be completed (see checklist). Students with economic disadvantages who are accepted at Wesley are presumed to have benefited from the weighted lottery and will be required to submit additional documentation of their economic status. Required forms and documentation must be submitted online.

Re-Enrollment: To secure your child's place at Wesley for the next school year, you must officially complete the re-enrollment process by the scheduled date as indicated on the website.

#### **Residency Verification**

Wesley International Academy is part of the Atlanta Public Schools (APS) system. According to its charter agreement, a student must live within the APS district (the City of Atlanta) or be the child of a current full-time employee or Board Member of Wesley International Academy in order to attend Wesley International Academy. A student's address will be determined based on the bona fide primary residence of the custodial parent/legal guardian. The address of residence is subject to verification via phone, U.S. mail, home visits and all other legal means by school administration or their designee at any time while a student is enrolled at Wesley International Academy.

Except as provided for above, children who do not live in the APS district are not eligible to attend

Wesley International Academy. If you move out of the APS district, your child will no longer be eligible to attend Wesley and must be withdrawn. A student admitted under false information is illegally enrolled and will be dismissed from Wesley upon discovery, with the student's parent/legal guardian subject to criminal charges and civil liability. Notwithstanding the foregoing, children of current full-time employees or board members of Wesley International Academy are eligible to attend Wesley International Academy as provided for in the charter agreement.

#### **Custody**

Parents are encouraged to provide the school a copy of all court order(s) regarding the custody of the child. Wesley International Academy 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 or Registrar's Office of your child's school.

#### **Grade Placement**

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

Withdrawal: In the event that your family moves, or you wish to withdraw your child from Wesley, you must complete, and sign withdrawal paperwork located in the front office. This form must be signed by the legal guardian that enrolled the student. Before a student leaves Wesley, s/he must return all textbooks, technology devices, and all student balances must be clear. 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. Failure to comply with these withdrawal procedures will delay transfer of student records including grade reports. Please give the office 48 hours to process your request once the completed form is received.

#### **SCHOOL HOURS**

Early Arrivals: 7:00 a.m.-7:30 a.m.

Morning Carpool: 7:30 a.m.-7:55 a.m.

PYP and MYP Instruction: 8:00 a.m.-3:20 p.m.

Afternoon Carpool: 3:20 p.m.-3:55 p.m.

After Care: 4:00 p.m.-6:30 p.m.

## ATTENDANCE INFORMATION

In support of student success, Wesley International Academy expects students to be present at school and to arrive and depart on time in accordance with the provisions of the Georgia compulsory attendance law. Pursuant to O.C.G.A. §20-02-0690.1, parents, guardians or other persons having control or charge of students are liable for the students' attendance in school.

In view of the negative effects of excessive tardiness and absenteeism on student performance, Wesley will initiate programs to assist students in improving their attendance and punctuality.

Chronic absenteeism, truancy, and habitual tardiness create a barrier to students' ability to reach their full academic potential. Students who are absent or tardy miss valuable instructional time, and are less likely to master those skills, concepts, and principles needed for success. Regular school attendance establishes a pattern of positive habits that can be carried over thoroughly through life.

Please note that absences are coded as excused in accordance with the Official Code of Georgia and Georgia State Board of Education guidelines.

## ABSENCES

In accordance with the provisions of state board rule 160-5-1-.10 Student Attendance, the Atlanta Board of Education defines acceptable excused for being absent from school as:

Excused absences are defined as follows:

- Personal illness of the student or when attendance in school would endanger the health of the student or the health of others
- Serious illness or death in the immediate family of the student that would reasonably necessitate absence from school
- Quarantine either by the county health department or by the family's physician
- The observation of religious holidays, necessitating absence from school.
- Medical/dental appointments with verifications; however, such non-emergency appointments are encouraged to be scheduled during non-school hours when possible
- Absences caused by order of the government
- Weather or other environmental conditions preventing a student from getting to school or rendering school attendance hazardous to the health or safety of the student
- Instances in which attendance could be hazardous as determined by Wesley
- A student whose parent or legal guardian is in military service in the armed forces of the United States or the National Guard, and such parent or legal guardian has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting, shall be granted excused absences, up to a maximum of five school days per school year, for the day or days missed from school to visit with his or her parent or legal guardian prior to such parent's or legal guardian's deployment or during such parent's or guardian's leave.

A student whose parent or legal guardian is currently serving or previously served on active duty in the armed forces of the United States, in the Reserves of the armed forces of the United States on extended active duty, or in the National Guard on extended active duty may be granted excused absences, up to a maximum of five school days per school year, not to exceed two school years, for the days or missed days from school to attend military affairs sponsored events, provided the student provides

documentation prior to absence from: (i) A provider of care at or sponsored by a medical facility of the United States Department of Veteran Affairs; or (ii) An event sponsored by a corporation exempt from taxation under section 501(c)(19) of the Internal Revenue Code.

A letter written by a parent/guardian and/or licensed physician explaining the absence must be presented to school authorities on the date of return to school. Failure to submit a note within three school days after a student's return from an absence will result in the absence being marked as unexcused.

A student who attends court proceedings related to his or her foster care shall be credited as present by the school for days missed for this purpose.

A student who has an emergency necessitating absence from school for a portion of the school day must be present at school at least for one-half of the instructional day/four hours, excluding lunch, in order to be counted present for the day.

Absences that do not fit the criteria above will be marked as unexcused. Consequences for unexcused absences are as follows:

- 3rd Unexcused Absence: A letter is mailed to parent(s)/guardian(s) notifying them that their child has at least three unexcused absences and explaining attendance expectations.
- 5th Day Unexcused Absence: A letter is mailed to parent(s)/guardian(s) notifying them that their child has at least five unexcused absences, reminding them of possible penalties/consequences of misdemeanor violation, and requesting parent/guardian participation in a Student Attendance Committee (SAC) meeting.
- 8th Unexcused Absence: The student may be referred to the school social worker. Once referred, the intensity of strategies and interventions is increased; including referral to community agencies, home visit, and parent workshop/trainings.
- 10th Unexcused Absence: Social worker may refer the student to DFACS if parent(s)/guardian(s) are noncompliant with attendance interventions or attendance does not improve after the student has accumulated ten unexcused absences.

Note: Georgia State Law indicates that any parent/guardian who does not comply with compulsory attendance mandates (O.C.G.A. 20-2-690.1 a) shall be guilty of a misdemeanor and, upon conviction thereof, shall be subject to a fine not less than \$25.00 and not greater than \$100.00, imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day's absence from school in violation of this part after the child's school system notifies the parent/guardian of five unexcused days of absence shall constitute a separate offense (O.C.G.A. 20-2-690.1 c).

#### **MAKE UP WORK**

It is the student's and parent's responsibility to make arrangements for make-up work. Students should ask their teacher for any missed assignments on the first day they return to school. If you wish to request homework for a child who is ill, please contact the school office by 9:00 am on the day you wish homework to be ready. This will give the teacher sufficient time to prepare your child's assignments, which may be picked up in the office after 3:15 pm on the day that your phone and every day thereafter throughout the duration of the illness.

At the discretion of the school principal, any student who receives an out-of-school suspension that interferes with his/her ability to participate in standardized testing, may be granted an opportunity to participate in partial suspension and attend school during the testing time only. Any student who receives an out-of-school suspension, but presents as a safety concern to the school community may be denied an opportunity to return to his/her zone school and participate in standardized testing during the suspension period.

#### **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.

#### **NO SHOWS AND WITHDRAWAL WITHOUT PARENT/GUARDIAN PERMISSION**

Pursuant to Administrative Regulation JBCD-R(1): The school may withdraw a student without parental permission:

- 1.If the student is beyond the compulsory attendance age and has accumulated more than 10 consecutive days of unexcused absences. The school or school's designee shall use due diligence to notify the parent, guardian, or other person if the LEA plans to withdraw such student. Such notification shall be by certified mail, return receipt requested. The school or school's designee shall document a minimum of three attempts to contact the parent, guardian, grandparent, or "other person" for the explicit purpose of holding a withdrawal conference. The school may still pursue the interventions as outlined in the Atlanta Public Schools attendance policy and regulations.
- 2.If the student is within the compulsory attendance age and has accumulated more than 10 consecutive days of unexcused absences. After withdrawal, the student may be referred to alternative school for a minimum of 90 days. The school or the school's designee shall use due diligence to notify the parent, guardian, or other person if the LEA plans to withdraw such student. Such notification shall be by certified mail, return receipt requested. The school or school's designee shall document a minimum of three attempts to contact the parent, guardian, grandparent, or "other person" for the explicit purpose of holding a withdrawal conference. The school may still pursue the interventions as outlined in the Atlanta Public Schools attendance policy and regulations.
- 3.If the school learns the student is currently enrolled in another school, school system, private school or home study program. The school or school's designee shall use due diligence notify the parent, guardian, or other person if the LEA plans to withdraw such student. Such notification shall be by certified mail, return receipt requested. The school or school's designee shall document a minimum of three attempts to contact the parent, guardian, grandparent, or "other person" for the explicit purpose of holding a withdrawal conference.
- 4.If the school has confirmed the student no longer resides in the school's attendance zone. The school or school's designee shall use due diligence to notify the parent, guardian, or other person if the LEA plans to withdraw such student. Such notification shall be by certified mail, return receipt requested. The school or school's designee shall document a minimum of three attempts to contact the parent, guardian, grandparent, or "other person" for the explicit purpose of holding a withdrawal conference. See, JBC-R(3) School Admissions – Students who Move During the School Year.

5. If the student is not in attendance on the first day of school but was expected based on prior year enrollment. Such student shall be withdrawn as a “no-show” student and shall not be included in any enrollment or attendance counts.

#### **TARDY POLICY**

Students may arrive any time between 7:00 a.m. and 7:59 a.m. Students who are not in a classroom by 8:00 (measured by WIA’s clocks) when the tardy announcement is made are considered tardy.

Students who enter the building after 8:00 a.m. will receive a tardy pass, which they must present to their teacher. Students who are already in the building but not in a classroom by 8:00 a.m., will be marked tardy but will not need to get a tardy pass from the front office. For students who are present in the building but late to class, additional consequences may ensue.

Excused Tardies:

- Illness or injury
- Medical appointments (must be accompanied by a doctor’s note)

Unexcused Tardies:

- Overslept
- Traffic
- Forgot items at home, etc.

Administrative Regulation JBC-R(2) states in part: A school may request a parent/guardian provide proof of residency if a student’s attendance record indicates a pattern of tardies that place the school on notice that the address of record is invalid/inaccurate.

#### **EARLY DISMISSALS**

Whenever a student is released from school prior to the end of the regular school day, the student should bring a written note from his/her parent/legal guardian stating the reason for the early dismissal. In order to be counted as present, students must be in school for a minimum of four hours. The student should only be released to his/her parent/legal guardian or to a person designated by the parent/legal guardian, as documented by school records, and upon presentation of proper identification or confirmation by telephone or fax. Students may also be released to child welfare authorities as allowed by law. Because class time is important, doctor’s appointments should be scheduled, if possible, at times when the student will not miss instructional time. Parents should not check out students for the purposes of avoiding car rider traffic. When a student is checked out of school early for a medical appointment, a dated, written excuse from the doctor must accompany the student back to school the following day.

Office personnel will contact the classroom and the student will report to the front office or designated area. Students will not be called until the adult physically walks in and signs the student out. The parent is to wait in the front office or designated area until the student arrives. Parents are not to go to the classroom, the playground, or any other area of the school unannounced or unaccompanied to pick up their child. Members of the faculty and staff will only release students through the office or designated area after all the proper procedures have been followed. There will be no early dismissals after 2:30 p.m. as preparations for carpool will be in progress.



Consequences for early dismissals will be determined based on guidelines established by the state, Atlanta Public Schools, and Wesley International Academy.

#### **LATE PICK UP**

To facilitate safe dismissal procedures, we ask that families develop a consistent plan for students to go home. Students should be picked up on time from the end of the school day or any after school-sponsored activity. If a child has not been picked up by the end of dismissal, this is considered "late pick up". At 4:10pm, parents will be charged \$1.00 per minute until a parent/guardian arrives.

Students will not be released to anyone under the age of 18 years old. If you believe that your tardiness will occur on a consistent basis, please enroll your child in an aftercare program to avoid excessive fees.

If your child is the sibling of a student participating in a Wesley sanctioned after school activity, they must be supervised while on the premises. Please make alternative transportation arrangements for siblings not participating in a Wesley after school activity. All unattended siblings will be escorted to the late pick-up area and parents will incur a fee.

All late pick up fees are due to Wesley International Academy. Wesley reserves the right to delay the distribution of certain documents and withhold participation in activities due to outstanding fees. Wesley reserves the right to delay the distribution of certain documents and withhold participation in activities due to outstanding fees. If you believe that your tardiness will occur on a consistent basis, please enroll your child in an aftercare program to avoid excessive fees.

#### **OVERDUE BALANCES**

Wesley reserves the right to delay the distribution of certain documents and withhold participation in activities due to outstanding fees. This includes lunch balances, late pick up fees, athletic dues, etc. Unpaid balances could prevent your child from participating in extracurricular activities, promotional exercises, or other school sanctioned events. Overdue balances must be paid by the deadline established by the school. If you have questions about your balance, please contact the front office.

#### **GENERAL INFORMATION**

#### **FIELD TRIPS**

Field trips may be planned throughout the year for various academic and enrichment activities. Parents will receive advance notice of such trips. A permission slip must be signed by the student's parent/guardian and applicable fees collected in order for the student to participate in the field trip. A student who does not bring in a permission slip will be kept at school. If a parent decides that a child is not to go on a field trip, the student will remain at school and will be given an alternative assignment. The administration reserves the right to deny participation in field trips and assign an alternative activity to students having trouble with conduct and/or attitude.

Parents may be asked by the classroom teacher to serve as chaperones on class field trips. The primary responsibility of a chaperone is to ensure appropriate supervision for students. Parental chaperones are asked to take this responsibility seriously and remain vigilant and attentive to the students' needs throughout the trip. Children who are not enrolled in the class may not accompany the chaperones. Selection of parent chaperones is up to the discretion of the teacher. All chaperones must complete a background check as per Atlanta Public Schools policy.

#### **CLUBS, ORGANIZATIONS & EXTRACURRICULAR ACTIVITIES**

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

Students attending regularly scheduled club meetings must follow the rules established by their school. Clubs will meet on a scheduled basis so as not to conflict with academic instruction. Sponsors or coaches of athletic teams, student clubs and performing groups 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 will apply in addition to any consequences specified by the organization's standards of behavior.

#### **BIRTHDAYS/CELEBRATIONS**

The school faculty and staff are happy to recognize student birthdays. However, because instructional time is very important, no birthday parties for students or teachers may be held during instructional time. Additionally, parents/guardians and/or students wishing to bring food or beverage to school to distribute for celebrations or for other purposes must receive pre-approval and authorization from the school administration. School administration may limit or exclude distribution of food and beverages at their discretion. Students may face disciplinary consequences if distribution of food/beverage is without authorization or results in disruption to the school environment. Additionally, no balloons or party favors are allowed.

#### **BOOK BAGS, SPORTS BAGS AND OTHER BAGS**

Students are allowed, but not required, to use a book bag to carry their textbooks and school supplies. However, students are discouraged from using a rolling book bag because such bags often create tripping hazards. Students cannot carry a book bag during the school day. Instead, students must place book bag in their locker or designated area until the end of the school day. All student bags are subject to search.

#### **LOCKERS**

Lockers are property of the school and may be opened by a school official without the permission of the individual student. Students to whom lockers are assigned can be suspended or expelled if the locker contains weapons, drugs, or other unauthorized materials.

#### **CANCELLATION OF SCHOOL**

In the event of severe weather or other emergencies, official information about school closings will be broadcast on Atlanta area radio and television stations. Parents should be aware that severe weather or other emergencies could cause school to be canceled during the school day and should plan accordingly. Wesley works closely with local television and radio media outlets to inform the public when school closings occur. The following media outlets will provide up-to-date information to the public in the event of a school closing or if the student day must be shortened due to emergency conditions: WSB radio and local television WSB (ABC), WGCL (CBS), WAGA (FOX), and WXIA (NBC) are the official stations for Wesley announcements of school closure.

Should schools close during the day when students are already in attendance, information will be provided through our local media outlets to parents.

#### **EMERGENCY CONTACT INFORMATION**

It is critical that WIA is able to contact parents/guardians at any time students are at school. WIA must have the parent/guardian's current address, home, cellular and business telephone numbers. Emergency contact persons and their telephone numbers are needed in case a parent cannot be reached. This information is required at the time of registration and whenever a change occurs with the parent/guardian's address, telephone, or emergency contact information.

#### **EMERGENCY PROCEDURES: EVACUATIONS, SHELTER-IN-PLACE AND OTHER PROTECTIVE ACTIONS**

All Atlanta Public Schools school facilities have an emergency operations plan. The specifics of each plan differ for each location. Students, teachers, and other district employees will participate in training and drills of emergency procedures. When emergency announcements are made or the fire alarm is sounded, students and visitors must follow the direction of teachers or other campus staff in charge quickly, quietly, and in an orderly manner.

#### **CHILD ABUSE**

According to state law, school employees must report reasonably suspected cases of neglect, non-accidental injury, or sexual offenses against children to the Georgia Department of Family and Children Services (DFCS) or local law enforcement agencies. Failure to comply with this requirement may result in prosecution of the Wesley International Academy employee. People who are required to report reasonably suspected abuse are protected by state law from civil or criminal liability.

Once a report has been made, official representatives of DFCS have the right and may come to Wesley to interview the child. Parent permission is not necessary in such situations. Wesley personnel are not permitted to discuss or share information about child abuse reports with parents/guardians. To report suspected child abuse, you may contact your school social worker, school administrator or staff member, APS Social Work Services at 404-802-2247, or the DFCS Child Protective Center at 1-855-GACHILD / 1-855-422-4453 where reports are taken 24 hours a day, 7 days a week.

#### **NURSE VISITS/MEDICAL NEEDS**

The nurse's office is available daily to address the medical needs of our students. Barring emergencies,

severe trauma, and severe illness, students will not be admitted to the nurse's office at any time without a pass. As per state law, students who have a communicable disease must notify the nurse upon re-entry to school. Parents must notify their child's teacher of any such severe illness within twenty-four hours. Each student must have a Healthy Student Form completed and signed by parent/guardian on file in the nurse's office. It is imperative that information be updated as changes occur.

Children can rest in the clinic for fifteen (15) minutes. If a longer rest period is necessary, the parents will be called to pick up the child. Depending on the nature of the illness/injury, your child may require a doctor's note upon returning to school.

We wish to provide a healthy environment for all children. For the sake of others, as well as your own child, parents are asked to keep home any child with a fever of 99.9 degrees or higher or with other symptoms of illness, such as diarrhea, hacking cough, vomiting, etc. A child should be free from fever or contagious disease for 24 hours before returning to school. If your child has a contagious disease, s/he should be kept at home and the fact of the condition reported to WIA. Contagious diseases include, but are not limited to, illnesses such as strep throat, pinworms, conjunctivitis (pink eye), impetigo, head lice, measles, mumps, chicken pox, scarlet fever, fifth disease, etc.

#### **INJURY DURING THE SCHOOL DAY**

If a student is injured, the teacher and/or school nurse will contact the parent or guardian if and when deemed appropriate by Wesley, depending on the severity/seriousness of the injury. In cases where an injury or illness is serious or life-threatening, emergency services will be called to transport the student to a hospital. A school accident report will be completed and provided to parents in the event of an accident or injury at school.

#### **PHYSICAL EDUCATION**

The Wesley Physical Education program is an important part of the education experience for students. If a health condition prevents a student from participating in physical activities over an extended period of time, a note from the doctor indicating the limitation is required. In order for a student to be excused from physical education for a short period of time (up to 2 days), a written request from a parent will suffice.

#### **RESTRICTED PHYSICAL EDUCATION ACTIVITIES**

If for any reason you feel your child should have restricted physical activity, please provide Wesley with a doctor's note stating the reason and length of the restriction. This information will be forwarded to both the classroom and PE teachers. If a student needs to ride the elevator, a note from a doctor must be given to the nurse in order to accommodate this request.

#### **MEDICINE**

Wesley International Academy is committed to the health and safety of its students. Medication and/or medical procedures required by students should be administered by a parent/legal guardian at home. Under exceptional circumstances, prescribed medication and/or medical health-related procedures may be administered by the school principal, his/her designee, the school nurse, or self-administered by the student per written physician's orders and written parent/guardian authorization. The parent/guardian must complete and sign the Administration of Medication/Medical Procedure form to acknowledge that the school assumes no responsibility for medications or procedures that are self-administered.

School nurses or other employees may administer auto-injectable epinephrine to students upon the

occurrence of an actual or perceived anaphylactic adverse (allergic) reaction by the student, whether or not such student has a prescription for epinephrine. School nurses or other employees may administer levalbuterol sulfate to students upon the occurrence of an actual or perceived respiratory distress, whether or not such student has a prescription for levalbuterol sulfate. Any school employee who in good faith administers or chooses not to administer these medications to a student in such circumstances shall be immune from civil liability, pursuant to Georgia statute.

When students must take medicine at school, parents should bring medicine and related equipment to the principal, his/her designee, or the school nurse and complete a Medication Authorization Form. Forms for medication self-administration can be obtained at your school. Except as permitted by Policy, medicine must be kept in the school office/clinic and dispensed by the principal, his/her designee or the school nurse.

#### **IMMUNIZATION REQUIREMENTS**

Certificates of Immunization are required by Georgia Law 20-2-771. All kindergarten, sixth and seventh grade students, all students new to Georgia and students coming from any private school must have the Georgia Certificate of Immunization 3231 form signed by a licensed health-care provider or the county health department. For students entering from out-of-state schools, please contact your local Health Department or a Georgia licensed physician to have immunizations transferred to the Georgia Immunization Certificate (Form 3231). You will need to have your immunization record from your state in order to transfer immunizations to Form 3231. All requirements apply to students transferring from out-of-state schools to Georgia schools.

New entrants include anyone that is entering Georgia schools for the first time or is returning to a Georgia school after being gone for more than 12 months or one school year.

To be enrolled at Wesley, ALL certificates of immunization must be marked "Complete for Attendance" **OR** have a future expiration date. Expired certificates will not be accepted for enrollment.

#### **KINDERGARTEN (Requirements for K-6)**

- Four (4+) DTaP (# of Doses depends upon age given)
- Four (4+) IPV (# of Doses depends upon age given)
- Three (3) Hepatitis B
- Two (2) doses of Measles vaccine, Two (2) doses of Mumps vaccine, and One (1) dose of Rubella vaccine **OR** Two (2) doses of the combined MMR [OR Documented History of disease or Serology]
- Two (2) Hepatitis A [Hepatitis A (Required if born on or after 01/01/2006)]
- Two (2) doses of Varicella vaccine [OR Documented History of disease or Serology]

#### **Rising 7<sup>th</sup> Grade Immunization Requirements**

Effective July 1, 2014, all 7th grade students who were born on or after January 1, 2002, and all new entrants to grades 8-12 who are entering into a Georgia school for the first time or entering after having been absent from a Georgia school for more than twelve months (one school year) will be required to have:

- 1 Dose of Tdap (Tetanus, Diphtheria, Pertussis) Vaccine (and) o 1 Dose of Meningococcal Conjugate Vaccine

PLEASE NOTE: These changes only affect rising 7th graders (born on or after January 1, 2002), and students who are considered "new entrants" for grades 8-12.

#### Additional Requirements

- Certificates must be signed by a physician licensed in GA or public health official. A stamp of a Physician's signature is permissible when cosigned by an office staff member.
- Certificates must have a printed typed or stamped name and address of the physician, health department or Georgia Registry of Immunization Transactions and Services (GRITS) official issuing the certificate.
- Certificates must have a complete date of issue with the month, day and year.

#### COMMUNICATION

The Executive Director, Principal/Assistant Principal, or other assigned designee will communicate information pertaining to significant events that impact the learning environment within 24-48 hours or at a time deemed reasonable based on circumstances related the event (i.e. teacher resignation, teacher incapacitation, teacher long-term leave, serious classroom incident, etc.)

#### PARENT-TEACHER CONFERENCES

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

Parents are encouraged to utilize the scheduled teacher conference day to address student issues. Wesley has a scheduled conference day and the teachers remain at the school to talk with parents and guardians. Please contact your child's teacher to schedule a student or classroom observation. All parent observations must be approved and supervised by an administrator. If you have questions or concerns resulting from an observation, please schedule a conference with the teacher or other appropriate school personnel. If you submit a concern, complaint or issue, please allow time for the principal and/or teacher to investigate your concern before giving you a reply.

If you would like to speak with a teacher or an administrator, you must make an appointment as opposed to arriving unannounced. This will allow us to maximize our instructional day, better address your situation, and respond accordingly.

#### SCHOOL/CLASSROOM OBSERVATION and VISITS

Parents/guardians are welcome to request a visit to the school. When planning to visit, please contact the office at least one day in advance so that a building administrator can set a scheduled time. Classroom observations are scheduled for 20 minutes in length, and a staff member will accompany parents. Parents should not interrupt instruction by talking to the teacher during classroom visits. Parents should not distract the teacher or request information when the teacher is teaching or is on assigned duty. Unruly or disruptive conduct by visitors that interferes with the educational environment or extracurricular activities may result in limited access or revocation of visitor privileges to school

property or functions.

#### **REQUESTING CLASSROOM ASSIGNMENT FOR MULTIPLE BIRTH SIBLINGS**

If your children are multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus, you may request that they be placed either in the same classroom or in separate classrooms. Your written request must be submitted no later than the 14th day after the enrollment of your children.

#### **USE OF SCHOOL TECHNOLOGY**

Wesley International Academy recognizes that electronic media, including the Internet and electronic mail, enhance the quality and delivery of instruction in our schools by providing access to unique resources and opportunities for collaborative work. Any electronic activity conducted by employees, students or other persons via the Wesley network or using Wesley computer resources, hardware or software is subject to inspection and monitoring. There should not be any expectation of privacy. Use of electronic systems shall be in support of and consistent with the vision, mission, and goals established by Wesley International Academy and for the purpose of instructional and administrative support. The use of electronic technology is a privilege which may be revoked at any time.

All data accessed, stored, or transmitted via Wesley electronic resources shall be used in a responsible, ethical, and lawful manner. Any unauthorized use or any failure to comply with applicable law, policy and rules relating to the use of electronic resources will result in the loss of electronic network access and/or the imposition of disciplinary actions. Unauthorized use includes, but is not limited to programming vandalism or "hacking" activities; access, transmission, storage, or display of offensive materials or messages including, but not limited to, those that contain: sexually explicit information; ethnic/racial slurs; defamatory, abusive, obscene, profane or threatening language; encouragement of the use of controlled substances; or illegal material.

Use of educational technologies demands personal responsibility and an understanding of the acceptable use procedures. Student use of technology is a privilege, not a right. Failure to follow the acceptable use procedures will result in the loss of the privilege to use these educational tools and may result in school disciplinary action and/or legal action. For more information, visit [www.atlantapublicschools.us](http://www.atlantapublicschools.us) and review Student Code of Conduct.

#### **BREAKFAST & LUNCH PROGRAM**

WIA works with APS to provide breakfast and lunch in accordance with state and federal school nutrition guidelines. APS provides breakfast and lunch for all students.

Breakfast and lunch menus, along with pricing information will be available on the district's website. Families are expected to pay for both breakfast and/or lunch. Students may also qualify to receive free or reduced meals. Students will not be required to pay in advance.

WIA participates in the federal free and reduced price meal program. Students from households with incomes at or below certain eligibility levels can qualify for free or reduced-price meals. Also, students from households receiving Temporary Assistance for Needy Families (TANF) benefits are eligible for free meals. All families are required to complete the forms, regardless of income level or interest in accessing

school lunches. Application information is confidential and will be used to determine eligibility, as well as make other kinds of funding and resources available to WIA.

When packing a lunch, water, milk or 100% fruit juices are recommended. Soda is not encouraged. Please provide lunches that do not need to be heated. If needed, students may get milk when packing a lunch from home.

If your child forgets his or her lunch, the parent will be permitted to drop it off in emergency situations only. Please make sure that this is something you do sparingly as we will not allow this to happen frequently. We will not allow deliveries such as Uber Eats due to the increased risk of transmission.

### **UNIFORM POLICY**

Uniforms are an indispensable feature of WIA. In our efforts to maintain an elevated standard of personal appearance, promote a dignified school climate, and foster school pride, we have prepared the following uniform and appearance guidelines.

#### ***General Considerations:***

- Each component of the uniform must be complied with daily. This includes footwear, socks, shirts with appliques, belts, etc. The WIA school uniform is not negotiable and may not be manipulated to accommodate personal style or interest. No changes are permitted, regardless of temperature or change in weather.
- Uniforms should be neat (i.e. shirts tucked in, etc.) and clean at all times. Parents may purchase solid black items from any vendor as long as they comply with the uniform expectations.
- Hair must be appropriately groomed so as not to cause a disruption or generate unnecessary attention during the school day. Barrettes and other hair accessories must either be red, white, or black.
- Light makeup and light, clear, lip-gloss is permitted.

#### ***Jewelry and Accessories (Male and Female Students):***

- The only permissible accessories are earrings and watches. Both must be modest in appearance so as to not generate attention or cause a disruption within WIA.
- Solid black belts must be worn with shorts or pants.

#### ***Sweaters, Jackets, and Undergarments:***

- Students may wear outerwear (jackets and coats) of their own choosing to school. However, only the WIA red or black sweaters are permitted inside of the building. (Please see the note below regarding hoodies.)
- Circumstances may require that students wear additional clothing to insulate themselves. Only close fitting, long-sleeve, plain white or black t-shirts are allowed.



### **Hoodies (2022-23 SCHOOL YEAR)**

**FOR THE 2022-23 SCHOOL YEAR ONLY:** Students who choose to wear hoodies inside the building may only wear Wesley sanctioned hoodies. Wesley sanctioned hoodies are those purchased at the PTSA school store or are approved by the athletic department.

#### **Confiscated Items:**

- Accessories or articles of clothing found in violation of the Dress Code will be confiscated and will only be returned to the parent or guardian.

#### **Statement of Absolute Compliance:**

- Absolute compliance with the WIA school uniform is expected. The uniform is not subjective or open to interpretation.

#### **All Students Must Be Appropriately Dressed:**

- No open-toed shoes
- No ripped, torn, or see through clothing
- No inappropriate language or images
- No midriff or backless tops
- No biker shorts or leggings as a stand-alone clothing item
- Fingertip length still applies

#### **Uniforms 2022-2023 (TRANSITION YEAR) - Quick Overview**

Wesley has partnered with a new uniform vendor! **2022-23 is a transition year.** That means, students can wear a mixture of Wesley items from our new and previous vendors. Full implementation of the new changes will occur the following year (SY 2023-24).

**Shirts:** Gray Short Sleeve or Long Sleeve Knit (Polo) Shirts with NEW heat transferred logo, Wesley spirit shirts (\*Note: PYP students can still wear red polos with the OLD logo from our previous vendor. Gray shirts with the OLD logo are for MYP only.)

**Shorts:** Black Pleated, Fashion Fit, or Flat Front Shorts

**Pants:** Black Pleated, Fashion Fit, or Flat Front Slacks

**Skorts:** Black Skort

**Skirt:** Black or Plaid Skirt available at approved vendor

**Sweaters:** Black V-Cardigan Sweater with embroidered logo

**Spirit Sweatshirts:** Black with printed Wesley - This Spirit Wear will be available for purchase at the Wesley school store and can be worn as part of uniforms.

**Jackets/Sweatshirts:** Black 1/4 Zip Fleece with embroidered logo

**Hoodies (2022-23 SCHOOL YEAR ONLY) FOR THE 2022-23 TRANSITION YEAR:** Students who choose to wear hoodies inside the building may only wear Wesley sanctioned hoodies. Wesley sanctioned hoodies are those purchased at the PTSA school store or are approved by the athletic department.

**Belts:** Solid Black Belt

**Socks/Tights:** White or Black socks or leggings

**Shoes:** *Closed toe, comfortable shoes; Shoes must be appropriate for students to safely participate in physical activities (i.e. physical education classes, recess). The following shoes are not permitted: sandals, slides, Crocs, Uggs, slippers, hee-lies, light up shoes, thigh high boots, etc.*

*WIA reserves the right to determine whether certain clothing items, by appearance and style, falls beneath expected appearance standards.*

**All Students Must Be Appropriately Dressed:**

- No open-toed shoes (see description above for shoes that are not allowed)
- No ripped, torn, or see-through clothing
- No inappropriate language or images
- No midriff or backless tops
- No biker shorts, exercise pants, or leggings as a stand-alone clothing item
- Fingertip length still applies

**No Uniform Today (N.U.T.) Pass Day Specifications (All Students):**

On N.U.T. pass days, students who have paid \$2.00 may dress according to the following specifications:

- Top - WIA requirements listed above or any Wesley t-shirt (PTSA spirit wear,

class/program t-shirts, Dragon Boat, Field Day, WIA Chinese shirts, etc.)

- Bottom – Jeans, pants, or any shorts/skirts of similar length as uniform skirts or shorts (must come to the top of the knee cap)
- Shoes – Any closed toe, comfortable shoes (no sandals, light-up shoes, tall boots, or heels)

**Arrival and Departure:** WIA students must arrive and leave school properly attired.

**Hardship:** Determinations of hardship will be made on a case-by-case basis. Families who experience hardship may notify WIA in person or in writing. Under certain circumstances, WIA will make efforts to support the particular family in need. However, it remains the responsibility of the family to ensure that students are properly attired each day.

**Consequences for Violation:** The consequences for violating the WIA Uniform Policy are simple and straightforward. First, each component of the uniform must be complied with daily. This includes footwear, socks, shorts with appliques, belts, etc. If a student arrives to school out of uniform, parents will be notified by classroom teachers by 9:00 a.m. with a request to either pick the child up or to correct the infraction. Consequences for PYP students are left to the discretion of the classroom teacher and/or administration. However, recess will never be taken from a student as punishment.

**Official Vendors:**

Wesley uniforms are now available at our new vendor, Flynn O'Hara Uniforms. You can order online at <https://flynnohara.com/> or in-store at their Sandy Springs location:

6311 ROSWELL ROAD NE  
SANDY SPRINGS, GA 30328  
(404) 260-7584

Wesley uniforms are still available at Prestige Uniforms while supplies last. Prestige Uniforms will adhere patches for a fee. You can order online at <https://prestigemexpress.store/> or in-store at their Greenbriar Mall location:

2841 GREENBRIAR PKWY  
ATLANTA, GA 30331  
(404) 349-3100

Please visit the school's website for more information: <https://www.wesleyacademy.org/student-life/uniforms> .

### **VISITOR POLICY**

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

#### **Level II Clearance**

Level II volunteers are non-Wesley personnel who will have direct interaction with students with other adults present at all times. Level II Volunteers are to submit necessary documents annually.

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

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

Once they have submitted the paperwork listed above, a staff member must check their name on the US Department of Justice's Sex Offender Registry. If they are not listed on the website they can be cleared and added to the list of approved volunteers.

### **PARENT TEACHER STUDENT ASSOCIATION**

Wesley International Academy is proud to have an active PTSA who is always working to improve our school community. The PTSA supports the needs of Wesley teachers, students, and families and is responsible for various fundraising efforts. Please visit the school's website for more information:

<https://www.wesleyacademy.org/about-wesley/ptsa>

### **CHILD FIND**

The purpose of Child Find is to identify, locate, and evaluate children and youth, birth to age 21, who are suspected of, or have a disability or developmental delay, in order to provide free and appropriate Special Education services. Child Find at APS 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 RTI Point of Contact. 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:

1. Lack a fixed, regular and adequate nighttime residence;
2. 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;
3. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
4. Live in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or
5. Are migratory and live in the conditions set forth in items 2, 3, and 4 above.

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 district 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.

#### **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 Wesley International Academy whose medical needs, either physical and/or psychiatric, do not allow school attendance for a limited period of time. HHB instruction may be used to supplement the classroom program for students with health impairments whose conditions may interfere with regular school attendance (e.g., pregnancy, students receiving dialysis or radiation/chemotherapy; or students with other serious health conditions). Students must be enrolled in an Atlanta Public School in order to receive HHB instruction. For additional information, contact the MTSS Coordinator for forms and information.

#### **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 school's 504 Coordinator.

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
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**

Any student or parent or guardian ("grievant") may request an impartial hearing due to the Atlanta Public Schools' (APS) 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 APS Section 504 Coordinator; however, a grievant's failure to request a hearing in writing does not alleviate APS' obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the Section 504 Coordinator. The APS Section 504 Coordinator will assist the grievant in completing the written Request for Hearing.

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 Section 504 Coordinator 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 Section 504 Coordinator 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.

Mediation:

APS 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 APS must agree to participate. The grievant may terminate the mediation at any time. If the mediation is terminated without an agreement, APS will follow the procedures for conducting an impartial hearing without an additional Request for Hearing.

Hearing Procedures:

- a. The Section 504 Coordinator 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 Section 504 Coordinator of that fact in writing at least 10 calendar days prior to the hearing. Failure to notify the Section 504 Coordinator 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. 34 C.F.R. §104.34). One or more APS 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.

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.

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 OVERVIEW**

The PYP program focuses on the development of the whole child as an inquirer, both in the classroom and in the outside world. At the heart of the PYP program are five essential elements: knowledge (themes and subjects), approaches to learning (skills), concepts, attitudes, and action. These elements transcend curricular disciplinary barriers and are incorporated into student learning in all subject areas.

Students are encouraged to make connections, think critically, work collaboratively with others, take action, and reflect. The following six transdisciplinary themes are interwoven into the curriculum and studied across the various subject areas:

- Who We Are
- Where We Are in Place and Time
- How We Express Ourselves
- How We Organize Ourselves
- How the World Works
- Sharing the Planet

The transdisciplinary nature of these themes allows students to explore issues across subject areas, encourages them to engage in a curriculum that is engaging, challenging, and relevant to the real world, whilst incorporating the attributes of the IB learner profile.

All PYP students explore these themes in their studies of the following subject areas:

- Reading
- English/Language Arts
- Social Studies

- Mandarin Chinese
- Mathematics
- Science and Technology
- Personal, Social and Physical Education
- Arts: Music and Studio Art

In 5<sup>th</sup> grade, students participate in a culminating exhibition project. Exhibition is an integral part of the PYP philosophy and offers students an exciting opportunity to demonstrate both independence and responsibility for their learning. In order to successfully complete Exhibition, students must undertake a collaborative and substantive research project which identifies a real-life problem, examines options, proposes solutions, and offers some form of action that aids in the solution to the problem.

Mindfulness is also integrated on a regular basis to assist students with the art of reflection. Mindfulness is the practice of increasing self-awareness and developing skills to allow students to be effective communicators and take ownership of their emotions. As a result, students are able to regulate their behavior and focus on learning. While mindfulness exercises can include meditation, these practices are not grounded in any religious beliefs and are based on scientific research of how the brain works. Additional information on classroom exercises and school-wide practices will be made available to parents throughout the school year.

The International Baccalaureate Middle Years Programme (MYP) at WIA is designed to create a seamless transition to a high school program that offers the final two years of the MYP. The MYP provides students with the skills and content knowledge needed to be successful at any rigorous high school. It also prepares students for success at two of the high schools to which many WIA eighth graders matriculate (Maynard Jackson High School and North Atlanta High School). Both high schools are IB World Schools where WIA alumni will be able to complete the MYP.

The MYP is organized into eight areas: Language A (English), Language B (Chinese), Math, Science, Individuals and Societies, Arts, Physical Education, and Technology. Instruction in each of these eight areas may be specific to the area or part of an interdisciplinary approach, meeting the IB requirement of a minimum of 50 hours of curriculum time allocated annually to each.

The MYP organizes units and content into six Global Contexts designed to help students recognize the connection between what they learn in the classroom and the world around them, tie the various subject areas together, and help students see knowledge as an interrelated, coherent whole.

The Global Contexts are:

1. Scientific and Technical Innovations
2. Personal and Cultural Expression
3. Orientation in Space and Time
4. Identities and Relationships
5. Globalization and Sustainability
6. Fairness and Development

#### **CHINESE PROGRAM**

Beginning in Kindergarten, every WIA student participates in Chinese instruction each day. WIA employs the largest Chinese department in any Atlanta area public school. Through our partnership with the Confucius Institute at Georgia State University and Kennesaw State University students receive

instruction anchored in the latest research-based strategies to maximize knowledge acquisition. Students may receive high school credit for Chinese courses taken in MYP.

Learning a second language has a variety of benefits, including improvement of communication skills, understanding different cultures in an increasingly global society, having access to bodies of knowledge not present in the first language, and the development of insight into the nature of language and culture. In order to compete for high-skill jobs and thrive in the interconnected 21st-century economy, the ability to be multilingual is increasingly important.

Every year, WIA selects MYP students to represent our school on an annual summer trip to China. Selected students spend roughly one month studying and living with other students at Nanjing University. Our partnership with Nanjing University is a pivotal component of the WIA Chinese program.

#### **EARLY INTERVENTION AND REMEDIAL EDUCATION PROGRAM**

Early Intervention Program (EIP) is designed to serve students in grades K-5 who are at risk of not reaching or maintaining academic grade level expectations. The purpose of the program is to provide additional instructional resources to help students who are performing below grade level obtain the necessary academic skills to reach grade level performance in the shortest possible time. The program provides a structure for additional instruction to ensure students meet grade level expectations at the elementary level.

Eligibility for EIP is determined by a process of assessment by a trained team of support specialists. Wesley trains staff to identify students who may be eligible for the program. The EIP is staffed with certified teachers at all grade levels.

Wesley works with Atlanta Public Schools (APS) to ensure that the EIP meets all state guidelines for EIP and that all students that are eligible receive the services they need to progress. Wesley EIP educators participate in APS EIP training throughout the year as they are offered.

The Remedial Education Program (REP) is intended to meet the needs of students that are below grade level in grades 6 – 8. Entrance and exit criteria are based on how the student performs on the Georgia Milestones Assessment and/or other standardized tests and classroom performance. Wesley works with Atlanta Public Schools (APS) to ensure that the program meets all state guidelines for REP and that all students who are eligible receive the services they need to meet and exceed standards.

#### **SPECIAL EDUCATION PROGRAM**

In accordance with state and federal guidelines, Wesley provides special education services to all qualifying students. Students with diagnosed exceptionalities receive services as outlined by their respective Individual Education Plans (IEPs). The special education team conducts re-evaluations, determinations of eligibility, and individual education plans to make sure all students receive the accommodations and modifications they are entitled to under state and federal statutes. Wesley ensures that students are placed in the least restrictive environment as determined by their IEPs. Settings include small group, interrelated, and resource. As an APS site, WIA complies with the APS special education policies, which can be found here: <https://www.atlantapublicschools.us/Page/43576>

For more information regarding Special Education, contact the lead special education teacher.

#### **GIFTED AND TALENTED PROGRAM**

The GATE program provides resources and support to teachers in order to develop and nurture the gifts and talents of all of their students. Students who have been identified as gifted and/or talent development receive varying services based upon their grade level.

Students are identified for gifted services once a year through an extensive assessment process. Each student can be referred for gifted service assessment through parent, teacher, and/or automatic referral. In order for parents to stay abreast of education practices, gain tips, and stay updated on resources in the field of education, information meetings and/or workshops are held throughout the year.

For more information please consult the following websites:

<http://giftedatlanta.com/schools/atlanta/>

Students who have been identified as gifted and/or talent development have exceptional needs that require specific attention. Therefore, gifted-identified students receive varying services based upon their grade level.

For more information please consult the following website:

<http://giftedatlanta.com/schools/atlanta/>

#### **STATEMENT OF INCLUSION**

As an IB school invested in supporting the needs of all learners, Wesley remains committed to recognizing students' individual strengths and developing personalized plans to improve their respective areas of weakness. In so doing, Wesley believes that students learn best when placed in heterogeneous groups that allow students to interact with students of varying academic and personal backgrounds. This not only prepares them for a global, real-world experience upon completion of the IB program but also supports the development of critical inquiry and a de-centering of any one perspective.

For students who qualify and receive special accommodations such as gifted and special education services, they will receive these services in accordance with state and federal legal requirements and guidelines. If a student is "pulled" for a certain service, teachers collaborate to make sure that this does not impede a student's opportunities to engage with all other students on the grade-level. In so doing, Wesley offers inclusion-based models where services are delivered and rendered to students in the general education classroom whenever possible.

In keeping with IB's emphasis on transdisciplinary learning, material is taught through the lenses of the IB units of inquiry. This allows students to learn not through individualized disciplines but conceptually. For instance, the study of water is not limited to science but examined from each perspective of the traditional disciplines (ie. social studies, math, etc.). Students may be divided into groups based on comprehension of a particular skill or subject area from time to time. However, the time spent in skill-based groups is designed to complement rather than supplement the interdisciplinary teaching that occurs throughout the day.

Wesley's instructional program infuses the study of positive citizenship through the incorporation of the IB learner profiles. Students study and implement these qualities throughout the day beginning with morning meeting in PYP. Positive citizenship is not studied in isolation but in concert with the IB mission, it is incorporated throughout the student's entire day. Wesley's commitment to its diverse community is reflected in the school's non-discrimination policy, 1:1 technology initiative students and commitment to holistic support for the families of all Wesley students.

**GRADING AND GRADE REPORT SCHEDULE**

Teachers will enter no fewer than two content grades per week into Infinite Campus. Infinite Campus is a comprehensive student data management system where teachers record grades and attendance. Specific grading weights for each grade level will be communicated via teachers during the first weeks of school. Parents will have access to their child's grades in Infinite Campus via the Campus Parent Portal, which they are urged to check frequently in order to stay apprised of their child's performance.

**PROMOTION AND RETENTION**

In support of student success, we recognize that the progression of students from one grade level to the next should be continuous and that students have a right to on-grade-level instruction. The decision to promote or retain a student shall be made using a variety of assessments of a student's mastery of academic standards and readiness for the next grade including state-approved assessments. Retention should be used only after students have been supported through early diagnosis and intervention, the Multi-Tiered Systems of Support (MTSS) process, and the Student Support Team (SST).

**TEXTBOOKS AND SUPPLIES**

The textbooks issued for student use become the responsibility of the student and/or parent/guardian and must be returned at the end of the school year in the same conditions in which they were issued. Any damaged or lost books must be paid for before another book is issued for home use. Report cards will be withheld until all books have been returned and/or fees have been paid.

Students are expected to provide the basic supplies as listed by grade level on the School Supply List issued by Wesley International Academy. Any additional supply needs must be requested in writing by the classroom teacher for approval by administration. Please help your child come prepared for school by packing his/her homework and supplies in the evening to avoid the last minute morning rush. Ultimately, it is the student's responsibility to check and make sure that s/he has packed everything needed for the next day.

**HOMEWORK POLICY**

Grade Level	Amount of Time Per School Day*	Involvement	Average % of Parental Support
K	10 - 20 minutes	Parent involvement is necessary to complete all activities.	100%
1st	10 - 20 minutes	Parents are expected to help their child, as needed, complete the homework and to check it for accuracy and assist in correcting mistakes.	80%
2nd	20-25 minutes	Parents provide assistance (clarifying directions, getting started, etc.) for students to complete homework as independently as possible. Parents should check the accuracy of the completed	60%

		homework.	
3rd	30-40 minutes	Parents provide encouragement and guidance, as needed, for their child to complete homework independently and verify that it was completed.	40%
4th	30-45 minutes	Parents are aware of homework assignment and support its completion by providing guidance as needed and initialing the homework log.	20%
5th	30-45 minutes	Parents are aware of homework assignment and initial the homework log. Students take full responsibility to record, get assistance as needed, and turn-in homework assignments on time.	10%
6th	45-60 minutes	Students take full responsibility to record, get assistance as needed, and turn-in homework assignments on time.	10%
7th	45-60 minutes	Students take full responsibility to record, get assistance as needed, and turn-in homework assignments on time.	10%
8th	45-60 minutes	Students take full responsibility to record, get assistance as needed, and turn-in homework assignments on time.	10%

#### ACADEMIC INTEGRITY POLICY

Academic integrity is more than the act of not cheating on a test or plagiarizing a source. It is about choosing to take principled action in the creation of knowledge. It is about making knowledge, understanding, and thinking transparent. Students need to understand that people construct knowledge together and must reflect on our roles in furthering knowledge and building understanding. An essential aspect of this is an understanding of academic integrity.

Academic integrity must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling, and taught skills.

IB programmes encourage students to inquire, take action, and critically reflect on what they learn and how it affects their attitudes and behavior. With an understanding of academic integrity, students should be able to:

- make their thoughts and their learning explicit;
- show how they have developed their ideas;
- demonstrate the views they have followed or rejected;



- celebrate the work of others;
- and respect the creative rights of others.

#### Academic Honesty in the PYP & MYP

At Wesley International Academy (WIA), students strive to develop the attributes of the learner profile. Some key attributes related to academic honesty that we as a school community model and strive to develop include:

- Inquirer: Students develop skills needed to pursue their questions as they conduct inquiry and research.
- Open-minded: Students practice seeking and evaluating a range of points of view.
- Principled: Students act with integrity and honesty; they take responsibility for their own actions.

Wesley strives to create principled, balanced learners per the IB Learner Profile through a focus on intercultural awareness, communication, and holistic learning. Students will often be working in collaboration with their peers and using sources from experts all over the world to respond to unit questions. Therefore, we expect students to meet the following expectations:

- Students are expected to work together, to recognize and encourage contributions of others in the group.
- Students are expected to know that the purpose of an assessment, summative or formative, is to show what they know, understand, and can do and therefore they must provide their own work.
- Each group member takes responsibility for his or her roles/tasks and ensures that the other members of the group understand the task and their responsibilities.
- When a product is required from a group, the product should reflect each member's contribution.
- Each student's work should be explicitly acknowledged.
- Each student is capable of reflecting on his or her participation and the participation of the other members of the group.
- Students are able to reflect on the group's processing and communication. Students will always appropriately give credit to any outside research used to inform their product.

#### Academic Dishonesty in the PYP & MYP

Examples of academic dishonesty include but are not limited to:

- Plagiarism: using the ideas or work of another person as your own, such as copying language from a book or website and not citing where it came from
- Collusion: helping someone else cheat, such as allowing your own work to be copied by another
- Misconduct: such as taking test materials from a classroom or using prohibited electronic devices

#### Consequences of Academic Dishonesty

Although academic dishonesty is prohibited, it is understood that growing learners may not always make appropriate choices on their journey toward independence. However, keeping in mind the Approaches to Learning, as well as the policies put forth by Atlanta Public Schools, when a student engages in academic dishonesty, his/her grade is not negatively impacted by his/her behavior. The

student is provided another opportunity to demonstrate what he/she can do on the assessment task in question. Separate, behavior-oriented consequences are administered, including student reflection, teacher conference, parent conference, administrative conference, detention, and/or reduction of privileges. The ultimate goal is to understand the student's motivation for his/her actions and address appropriately.

How does WIA encourage academic honesty?

In addition to adhering to IB principles, WIA operates under the tenets of the Wesley Way:

- We act with integrity.
- We practice compassion.
- We reflect on our actions.
- We embrace the diversity of our global community.

To that end, all members of the WIA community work to promote a positive school culture where we focus on developing the attributes of the learner profile and where good practices of academic honesty will be introduced, modeled, and used by all.

How do teachers reinforce academic honesty?

All teachers make it a priority to discuss and reinforce academic honesty by:

- helping students understand what academic honesty is and why it is important.
- helping students learn definitions of cheating, plagiarism, collusion, and misconduct and how to avoid those practices.
- modeling good practices of academic honesty.
- promoting ethical research skills.
- encouraging students to develop their own voice and ideas.
- collaborating with the media specialists on developing responsible use of IT, library resources, and citing works properly.

How do students exhibit and encourage academic honesty?

The principled, reflective IB learner should:

- be honest in presenting all work.
- acknowledge help from parents, other students, and friends.
- know what constitutes cheating and how to abide by the rules of academic honesty.
- say "no" to students who want to copy their work.
- understand that their teachers value their ideas and want them to present ideas using their own language and voice, given the appropriate audience.
- understand the teachers' guidelines for group and individual work.
- understand and use technology and library resources properly.
- acknowledge resources by creating appropriately cited bibliographies.
- seek guidance from teachers when unsure how to follow rules of academic honesty.

The role of students' families

It is important that our students' parents and guardians are familiar with our academic honesty guidelines, as well as the consequences for academic dishonesty as outlined in the student handbook,



which may include parent contact and/or detention. In addition, parents and guardians can support students by encouraging them to exhibit the Wesley Way values of respect, integrity, and responsibility as they strive to become principled learners and citizens.

#### **STUDENT CODE OF CONDUCT INTRODUCTION**

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

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

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

alternative school assignment.

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

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

Disciplinary action and the length of the assignment will be progressive and will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including positive disciplinary techniques. Disciplinary action will be related to, but not limited to, the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, whether the student was acting in self-defense, the effect of the misconduct on the school environment, intent or lack of intent at the time the student engaged in the conduct, and requirements of law (e.g., IDEA, 504). Because of these factors, discipline for a particular offense (unless otherwise specified by law) may bring into consideration varying techniques and responses. Principals or designees will have the authority to assign consequences based on behavior related to specific incidents. This may include differentiated discipline assigned on a case by case basis.

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

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

Suspension of a student from school for not more than ten (10) consecutive days is considered a short-term suspension, not subject to formal rights of hearing or appeal. Although there are no such rights guaranteed by law, parents/guardians may contact the Principal and Executive Director to discuss their child's discipline.

The Student Behavior Code provides examples of offenses that may occur and is not intended to include all offenses for which disciplinary action may be taken as it is not possible to identify every behavior which might result in disciplinary consequences.

#### **INVESTIGATION OF MISCONDUCT**

When a student code of conduct violation is reported or suspected, the principal or designee will determine whether the charge or complaint has a basis in fact and whether an investigation is warranted and, if so, will instruct appropriate personnel to conduct an investigation. The investigation may include, but is not limited to, an interview with the charged student or students, interviews with

victim(s) and identified witnesses, if any, and interviews with others who might have relevant information. Written statements should be requested from all individuals who are interviewed. Video surveillance, if available and relevant, should be reviewed and secured. School police and other support staff may be utilized for their expertise as determined by the circumstances of the matter. If the local school administration is uncertain as to the interpretation of the Code of Conduct, they are to contact the Office of Student Discipline.

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

#### **SEARCHES**

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

All staff members have the right to confiscate mobile phones when used in violation of policy JCDAF and its implementing regulation. If a student refuses to relinquish a phone or other device to a school staff member, the staff member may refer the student with the device to the principal or designee.

Wesley International Academy assumes no liability for the theft, loss or damage of mobile telephones and other PEDs possessed by students on school property or held by school officials during the confiscation period. APS employees will not be responsible for searching for lost or stolen mobile phone or other PEDs.

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

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

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

rule(s) was violated, the administrator will follow the progressive discipline process. Repeated level 2 disciplinary violations and Level 3 violations may result in a student being referred to a disciplinary hearing.

**STUDENT QUESTIONING BY OFFICIALS**

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

**PROGRESSIVE DISCIPLINE:**

Progressive discipline is designed to aid students in correcting their misconduct, and it encourages students to be responsible citizens of the school community. Progressive discipline should promote positive student behavior, state unacceptable behavior, and establish clear and fair discipline responses for unacceptable behavior. Disciplinary responses are administered in proportion to the severity of the unacceptable behavior, its impact on the school environment, the student’s age and grade level, the student’s previous discipline history, and other relevant factors.

The school discipline process should include appropriate consideration of support processes to help students resolve issues that may be contributing to violations to the student code of conduct. These resources may include, but are not limited to, Student Support Team, positive behavioral supports, restorative practices, counseling with school counselor, school social worker intervention, behavior, attendance and academic contracts and plans, peer mediation, and prevention programs.

The offenses have been organized into four (4) levels of prohibited behaviors: Level 1 discipline (minor) offenses, Level 2 discipline (intermediate) offenses, Level 3 discipline (moderate) offenses, and Level 4 discipline (serious) offenses.

If a student has been found to have engaged in acts in the school or on the school bus that repeatedly disrupt the school environment, are violent in nature, and/or involve bullying or physical threats, then, in addition to any discipline imposed, the student’s parent/guardian may be required to meet with the Principal or designee to execute a behavior contract.

Level 1 Discipline: Level 1 discipline is used for MINOR acts of misconduct which interfere with the good order of school. Level 1 offenses are generally MINOR OFFENSES and may represent a failure to demonstrate universally defined expectations or social skills. It is the responsibility of all staff to address minor offenses as soon as practicable within the environment in which the misbehavior occurred. Following appropriate teacher intervention, students may be referred to an administrator. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in [www.atlantapublicschools.us/titleix](http://www.atlantapublicschools.us/titleix).

Level 1 Discipline	MINIMUM Discipline	MAXIMUM Discipline
--------------------	--------------------	--------------------

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

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

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

Level 3 Discipline: Level 3 discipline offenses are MODERATE acts of misconduct that place students or staff at risk of emotional or physical harm which may include threats to the health, safety, and/or property of others, and other acts of moderate or repeated misconduct. Unique, serious, or multiple

occurrences may result in the incident being escalated to a Level 4 offense (except for students in grades K-2).

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

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

Level 4 Discipline	MINIMUM Discipline	MAXIMUM Discipline
Elementary	(3) days of Out-of-School Suspension	(10) days of Out-of-School Suspension

	School based interventions and support	School based interventions and support
Middle/High	(3) days of Out-of-School Suspension  School based interventions and support	(10) days of Out-of-School Suspension  School based interventions and support

A level 4 discipline response may include a disciplinary hearing referral. Student disciplinary hearing responses can include long-term suspension, expulsion, permanent expulsion, or assignment to an alternative education program. A combination of School based interventions and supports may also be appropriate.

**School Based Interventions & Alternatives to Suspension**

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

- 4.8.1. Classroom interventions (assigned seats, proximity control, nonverbal cues, etc.)
- 4.8.2. Teacher/student conference
- 4.8.3. School/parent contact
- 4.8.4. School/parent conference
- 4.8.5. Restorative practices (practices that repair harm, student circles, peace groups, restorative conference, mediation)
- 4.8.6. Determine root causes and functions of student misbehavior and respond appropriately
- 4.8.7. Teach, model, practice, and reinforce positive replacement behaviors
- 4.8.8. Provide special work assignment
- 4.8.9. Provide movement breaks between low-energy activities for individual student as deemed appropriate
- 4.8.10. Student warning
- 4.8.11. Encourage the student to complete a written reflection of incident and/or an apology for misbehavior
- 4.8.12. Provide student with an opportunity to process through the misconduct and to make a plan for how better choices can be utilized in the future
- 4.8.13. Provide choices for learning activities and behavior
- 4.8.14. Use student behavior strategies, progress reports, behavior contracts, and/or point sheets to assist student in recognizing misbehavior and understanding targeted appropriate behavior
- 4.8.15. Use goal setting paired with acknowledgment of improved behavior for individual student
- 4.8.16. Assign student an adult buddy supporter

- 4.8.17. Assign student a peer buddy supporter
- 4.8.18. Mentoring
- 4.8.19. Escort to and from class/change of class
- 4.8.20. Schedule change
- 4.8.21. Invitation for parental shadow
- 4.8.22. Require student to return property
- 4.8.23. Assign student to an approved supervised school service (school service activity, character education programming)
- 4.8.24. Exclude the student from participating in extracurricular/co-curricular programs or activities (temporarily or permanently)
- 4.8.25. Utilize community and agency partners to provide additional support and resources to student to help improve behaviors
- 4.8.26. Refer parent and student to wrap around services
- 4.8.27. Recommend peer mediation support
- 4.8.28. Recommend conflict resolution support
- 4.8.29. Withhold or revoke student privilege(s), freedoms, or choices
- 4.8.30. Assign detention
- 4.8.31. Small group character-building, emotional management, decision making, and social skills training
- 4.8.32. Refer student to student support services staff (Counselor, Social Worker)
- 4.8.33. Refer student to response to intervention (RTI) Specialist
- 4.8.34. Refer student to student support team (SST)
- 4.8.35. Give student a timeout with adult supervision
- 4.8.36. Develop and implement, or review and revise, a 504 plan for eligible student, including behavioral accommodations as deemed necessary
- 4.8.37. Conduct functional behavioral assessment (FBA) and, if student is eligible, develop a behavior intervention plan (BIP)
- 4.8.38. Review and revise a student's existing BIP
- 4.8.39. Refer eligible student to individual education program (IEP) team
- 4.8.40. Develop and implement IEP for eligible student
- 4.8.41. Include behavior interventions, supports, or strategies as supplementary aides and services in the student's IEP if deemed necessary by the IEP team
- 4.8.42. Saturday School
- 4.8.43. Mini courses or skill modules
- 4.8.44. After school or lunch detention
- 4.8.45. School-based or home-school contingency contract
- 4.8.46. Process break or walk with an adult
- 4.8.47. Other school based discipline response
- 4.8.48. Mindfulness Practices (meditation, relaxation techniques, peace corner)
- 4.8.49. Community Service as approved by the Office of Student Discipline
- 4.8.50. Role Playing of Social Emotional Learning Competencies

**Confiscation of Property**

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



**STUDENT OFFENSES**

A student shall not violate any of the following rules of APS. The disciplinary levels below correspond to the progressive discipline levels detailed above. However, in serious offenses, Principals, or designee working in conjunction with the Office of Student Discipline, or an Associate Superintendent may use higher level of progressive discipline. The Student Code of Conduct provides examples of offenses that may occur, but it is not intended to include all offenses for which disciplinary action may be taken as it is not possible to identify every behavior which might result in disciplinary consequences.

**5.1.1 Academic Dishonesty:**

It is the responsibility of every student and employee to exhibit honesty, trust, fairness, respect, and responsibility in academic work at all times to support a positive learning environment in the school. Cheating, plagiarism and other acts of academic dishonesty are strictly prohibited. Students who cheat on standardized testing or are repeatedly dishonest can face expulsion or increased consequences. Examples of violations of this rule include, but are not limited to: copying or "borrowing" from another source and submitting it as one's own work; seeking or accepting unauthorized assistance on tests, projects or other assignments; fabricating data or resources; providing or receiving test questions in advance without permission; or working collaboratively with other students when individual work is expected. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-4 disciplinary responses for this offense.

**5.1.2 Academic Dishonesty with a Device**

It is the responsibility of every student to exhibit honesty, trust, fairness, respect, and responsibility in academic work at all times to support a positive learning environment in the school. Use of a cellular phone without the consent of a school administrator or school staff during a test, quiz, or completion of a graded assignment is considered cheating and is strictly prohibited. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-4 disciplinary responses for this offense. Additionally, any violation will result in the device being confiscated and will result in the student's loss of the privilege of possessing a cellular telephone or PED on school property for one (1) calendar year, and the student may receive a grade of zero (0) on the test or quiz.

5.1.1 & 5.1.2	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM

Level 1	School Based Intervention & Alternatives to Suspension	1 day ISS or 1 day Detention	School Based Intervention & Alternatives to Suspension	1 day ISS or 1 day Detention
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.

Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.2 POTENTIALLY HARMFUL SUBSTANCES**

**5.2.a Alcohol/Illegal Drugs/Inhalants:**

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

5.2.a Level 1 – 4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 <sup>st</sup> Offense	School Based Interventions & Alternative to Suspension	1 day OSS & School Based Interventions	School Based Interventions & Alternative to Suspension	1 day OSS & School Based Interventions
2 <sup>nd</sup> Offense	2 days OSS / School based Interventions	5 days OSS / School based Interventions	2 days OSS / School based Interventions	5 days OSS / School based Interventions
3 <sup>rd</sup> Offense +	3 days OSS / School based Interventions	5 days OSS / School based Interventions	5 days OSS / School based Interventions	10 days OSS and a hearing referral with a recommendation of assignment to alternative

				school
--	--	--	--	--------

Refer to the school counselor and school social worker for supports – DFCS notification may be necessary Parent conference may occur prior to student return to school  
 Notify the appropriate Associate Superintendent  
 Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.2.b Alcohol/Illegal Drugs/Inhalants**

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

5.2.b Level 2 – 4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 <sup>st</sup> Offense	School Based Interventions & Alternative to Suspension	10 days OSS and a hearing referral	School Based Intervention & Alternative to Suspension	10 days OSS and a hearing referral
2 <sup>nd</sup> Offense	3 days OSS	10 days OSS and a hearing referral with a recommendation of long-term	3 days OSS	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion,

		suspension/expulsion		or assignment to alternative school
3 <sup>rd</sup> Offense +	10 days OSS and a hearing referral with a recommendation of (min) expulsion (1) calendar year – (max) permanent expulsion		10 days OSS and a hearing referral with a recommendation of (min) assignment to alternative school for (1) calendar year – (max) permanent expulsion	

Refer to the school counselor and school social worker for supports - DFCS notification may be necessary Parent conference may occur prior to student return to school Notify the appropriate Associate Superintendent

Contact Safety and Security – Criminal charges may apply

Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.2.c Selling/Distributing/Buying Alcohol/Illegal Drugs/Inhalants:**

No student shall buy, receive, sell, or otherwise distribute or possess with intent to distribute or attempt to buy, sell, or otherwise distribute or possess with intent to distribute alcoholic beverages, illegal drugs, inhalants, narcotics, hallucinogens, amphetamines, barbiturates, or marijuana, marijuana oil, or any other substance listed under the Georgia Controlled Substances Act, or any substance falsely identified as such, or is which the student purports to be an alcoholic beverage or illegal drug, narcotics, hallucinogens, amphetamines, barbiturates, or marijuana, or any other substance listed under the Georgia Controlled Substances Act. There is no requirement that there be an exchange of money, goods, and/or services to find a violation of this rule.

5.2.c Level 4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 <sup>st</sup> Offense	3 days OSS	10 days OSS and a hearing referral	5 days OSS	10 days OSS and a hearing referral

2 <sup>nd</sup> Offense	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion, or assignment to alternative school
3 <sup>rd</sup> Offense +	10 days OSS and a hearing referral with a recommendation of (min) expulsion (1) calendar year – (max) permanent expulsion	10 days OSS and a hearing referral with a recommendation of (min) assignment to alternative school for (1) calendar year – (max) permanent expulsion

Refer to the school counselor and school social worker for supports – DFCS notification may be necessary Parent conference may occur prior to student return to school

Notify the appropriate Associate Superintendent

Contact Safety and Security – Criminal charges may apply

Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.2.1 Drug Paraphernalia:**

No student shall possess, transmit, store, buy, sell, distribute or possess with intent to sell any drug-related paraphernalia. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-4 disciplinary responses for this offense.

**5.2.2 Counterfeit Drugs or Look Alike Drugs:**

No student shall falsely present or identify a substance to be alcohol or an illegal drug. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-4 disciplinary responses for this offense.

5.2.1 / 5.2.2	Elementary	Middle/High
---------------	------------	-------------

Level 1 – 4	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 <sup>st</sup> Offense	School based interventions and Alternative to Suspension	10 days OSS and a hearing referral	School based interventions and Alternative to Suspension	10 days OSS and a hearing referral
2 <sup>nd</sup> Offense	1 days OSS	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion	1 day OSS	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion or assignment to alternative school
3 <sup>rd</sup> Offense +	10 days OSS and a hearing referral with a recommendation of assignment to alternative school		10 days OSS and a hearing referral with a recommendation of assignment to alternative school	

SW Referral initiated for 1<sup>st</sup> offense – DFCS notification may be necessary Parent conference may occur prior to student return to school Notify the appropriate Associate Superintendent  
 Contact Safety and Security – Criminal charges may apply

Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.2.3 Over-The-Counter Medication:**

Possession of all over-the-counter medication on school property, including, but not limited to supplements, CBD oils/ingestibles, and/or nicotine replacement products, must be in compliance with Policy JGCD. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-2 disciplinary responses for this offense.

5.2.3 Levels 1-2	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 1	School based  Intervention s & Alternatives to Suspension	1 day ISS or 1 day  Detention	School based  Intervention & Alternatives to Suspension	1 day ISS or 1 day Detention
Level 2	School based  Intervention s & Alternatives to Suspension	3 days of Detention	School based  Interventions & Alternatives to Suspension	3 days of Detention OR ISS

Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.2.3c Selling/Distributing/Buying Over-The-Counter Medication:**

A student is prohibited from buying, receiving, selling, distributing, or possessing with intent to distribute any over-the-counter medication. Over the counter medications specifically include, but are not limited to, nicotine replacement therapies such as nicotine gum and candy, nicotine lozenges, nicotine patches, nicotine inhalers, nicotine nasal sprays and the like, supplements, and/or CBD products. There is no requirement that there be an exchange of money, goods, and/or services to find a violation of this rule. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-4 disciplinary responses for this offense.



5.2.3c Level 2-4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 2	School based Intervention & Alternative to Suspension	3 days ISS or Detention	School based Intervention & Alternative to Suspension	3 days ISS or Detention
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.

SW Referral may be initiated for 1<sup>st</sup> offense – DFCS notification may be necessary Parent conference may occur prior to student return to school Notify the appropriate Associate Superintendent

Contact Safety and Security – Criminal charges may apply

Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.2.4 Possession/Consumption Prescription Drugs:**

No student shall possess, consume, or transmit prescription medication not prescribed for the student. All prescription medication prescribed for a student must be in compliance with Policy JGCD. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-4 disciplinary responses for this offense.

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

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

	based Interventions	School based Interventions	School OR ISS & School based Interventions	based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.

SW Referral initiated for 1<sup>st</sup> offense – DFCS notification may be necessary Parent conference may occur prior to student return to school Notify the appropriate Associate Superintendent

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

**5.2.4.c Selling/Distributing/Buying Prescription Drugs:**

No student shall buy, receive, sell, distribute, or possess with intent to distribute any prescribed medication on school property. There is no requirement that there be an exchange of money, goods, and/or services to find a violation of this rule. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 3-4 disciplinary responses for this offense. NOTE: If the prescription drug is a controlled substance under the Georgia Controlled Substances Act, the student shall be found to have violated the Alcohol/Illegal Drugs/Inhalants Rule (5.2.c), and shall be disciplined according to that Section.

5.2.4.c Levels 3-4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM

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

SW Referral initiated for 1<sup>st</sup> offense – DFCS notification may be necessary Parent conference may occur prior to student return to school Notify the appropriate Associate Superintendent

Contact Safety and Security – Criminal charges may apply

Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.2.5 Stimulants:**

A student shall not consume nor possess diet pills, caffeine pills, or other stimulant on school property. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-3 disciplinary responses for this offense. NOTE: If the stimulant is a controlled substance under the Georgia Controlled Substances Act, the student shall be found to have violated the Alcohol/Illegal Drugs/Inhalants Rule (5.2.b) and shall be disciplined according to that Section.

**5.2.5.c Selling/Distributing/Buying Stimulants:**

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

this offense.

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

5.2.5 & 5.2.5.c	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 1	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention	School based Interventions & Alternatives to Suspensions	1 day ISS or 1 day Detention
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based	10 days OSS and School based	3 days OSS and School based Interventions	10 days OSS and School based Interventions;

Interventions	Interventions; hearing referral/ recommendation of long-term suspension	hearing referral/recommenda tion of long-term suspension, expulsion, or assignment to alternative school.
---------------	--	--

SW Referral initiated after 1<sup>st</sup> offense – DFCS notification may be necessary Parent conference may occur prior to student return to school Notify the appropriate Associate Superintendent

Contact Safety and Security – Criminal charges may apply

Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.2.6 Tobacco:**

A student shall not possess, use, sell, buy, receive, distribute, or possess with intent to distribute tobacco products or tobacco product substitutes (e.g., tobacco look-alikes, such as BaccOff), cigarette look-alikes (e.g., electronic cigarettes, Juuls), hookahs and hookah look-alikes (e.g. electronic hookahs) is prohibited. Vaping and possession of vaping products such as vaporizers and oil is prohibited. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-3 disciplinary responses for this offense.

5.2.6 Levels 2-3	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR ISS
Level 3	1 day of ISS & School	3 days OSS and School	1 day of Saturday	3 days OSS and School based

based Interventions	based Interventions	School OR ISS & School based Interventions	Interventions
---------------------	---------------------	--	---------------

Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.3 ATTENDANCE VIOLATIONS**

**5.3.1.a Tardy:**

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

**5.3.1.b Skipping Class:**

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

5.3.1.a-b Level 1	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 <sup>st</sup> Offense	Administrative Conference/School based interventions		Administrative Conference/School based interventions	
2 <sup>nd</sup> Offense +	Administrative Conference/School based interventions	1 day ISS	Administrative Conference/School based Interventions	1 day ISS

Student Services/Response to Intervention (RTI) referral initiated after second offense  
Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.3.2 Leaving School Grounds:**

Students shall not leave school grounds during the course of the regularly scheduled school day without the permission of a parent/guardian and the Principal or designee.

**5.3.3 Unscheduled School Walkout:**

Prior to the organization of or participation in any “walk out”, protest, or other similar group leaving of school grounds, classes, or school activities during the regularly scheduled school day, students must provide advanced notification (at least \_\_ school days) to the building and/or district administration so that the District can put appropriate measures in place to ensure safety of participants. Students must

contact the building Principal or Associate Superintendent’s office to schedule a protest, walk out or similar. Students who violate code 5.3.3 shall be disciplined no harsher than codes that resemble similar violations, such as 5.3.2 Leaving School Grounds, 5.3.1b Skipping Class, etc., depending on the individual context.

5.3.2 & 5.3.3	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 1 - 2				
1 <sup>st</sup> Offense	Administrative Conference	1 day of Detention	Administrative Conference	1 day ISS
2 <sup>nd</sup> Offense +	School based interventions	3 days of Detention	School based interventions	3 days ISS or Detention

Parent conference may occur prior to student return to school  
 Student Services/Response to Intervention (RTI) referral initiated after second offense  
 Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.4 Bomb Threats:**

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

5.4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 3- 4				
1 <sup>st</sup> Offense	1 day ISS and School based interventions	10 days OSS and a hearing referral	Saturday school OR 1 day ISS and School based interventions	10 days OSS and a hearing referral



2 <sup>nd</sup> + Offense	10 days OSS and a hearing referral  recommendation of long-term  suspension/expulsion	10 days OSS and a hearing referral  recommendation of long-term  suspension/expulsion or assignment to the  alternative school
---------------------------	---	--

Restorative practices are recommended to repair and restore relationships  
 Contact Safety and Security – Criminal charges may apply Notify the appropriate Associate Superintendent

Combination of School based interventions, supports, and disciplinary response may be appropriate

NOTE: In addition to disciplinary response actions taken by the school and/or district, the City of Atlanta (or other responding agencies) may charge parents/guardians for the costs of emergency services related to bomb threats made by students.

**5.5 BUS BEHAVIORS:**

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

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

**5.5.1 Bus Personal Safety:**

Students must keep all body parts inside the bus at all times. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-3 disciplinary responses for this offense, and/or the student may be suspended from the bus for a specified time.

**5.5.2 Bus Safety Hazard:**

Nothing may be thrown into, within, out of, or at the bus. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-4 disciplinary responses for this offense, and/or the student may be suspended from the bus for a specified time.

**5.5.3 Bus Disruptions & Distractions:**

No student shall act in any manner so as to interfere with a driver’s ability to safely drive the bus or

another student’s ability to ride the bus without harassing or loud distractions. Students must remain seated at all times unless directed by the driver. Students must remain quiet at all railroad crossings. Students shall not use mirrors, lasers, flashing lights, flash cameras, or any other lights or reflective surfaces in a manner, which might interfere with the operation of the school bus. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-4 disciplinary responses for this offense, and/or the student may be suspended from the bus for a specified time.

**5.5.4 Emergency Exits:**

Emergency doors and windows are to be used only at the direction of the driver.

Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-4 disciplinary responses for this offense, and/or the student may be suspended from the bus for a specified time.

**5.5.5 Unauthorized Bus or Exit:**

Students may not ride a bus or disembark a bus at a bus stop other than that assigned for their residence. Depending on age of student, repetition, the administrator may utilize interventions, supports, and Level 1-4 disciplinary responses for this offense, and/or the student may be suspended from the bus for a specified time.

**5.5.6 Cell Phone /Electronic Devices on Buses:**

Students shall not use any electronic device during the operation of a school bus without the use of headphones or ear buds. Any electronic device that is distracting to the bus operator or may interfere with the bus communication equipment is prohibited. Electronic device includes but is not limited to: cell phones; tablets; iPads; iPods; or any other electronic device. Students may not use any electronic device to video or audio record while on school provided transportation vehicles. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-3 disciplinary responses for this offense, and/or the student may be suspended from the bus for a specified time.

5.5.1-5.5.6 Levels 1-4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 1	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention

Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention 3 days OR ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.

Restorative practices are recommended to repair and restore relationships

Parent conference may occur prior to student return to school

Contact Safety and Security – Criminal charges may apply

Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.6 PERSONAL COMMUNICATIONS/ELECTRONIC DEVICES:**

All students may possess mobile telephones and other personal electronic devices (PEDs) with the

expressed, written consent of their parents/guardians. The parent or legal guardian must complete the Parental Consent & Acknowledgement Form for a Mobile Telephone/Personal Electronic Device each school year and deliver it to the school principal or designee before the student is allowed to possess a device on school property.

Unless otherwise directed by school administration or school staff, the use of cellular telephones or other PEDs is forbidden for all students at all times during the instructional day. The instructional day includes, but is not limited to, lunch periods, class changes, study halls, and any other structured or non-structured instructional activity that occurs during the normal school day. Devices must be out of sight and turned off. This prohibition includes all emergency situations unless the student is directed to use a cellular telephone or PED by a school administrator or school staff or unless an extreme threat to the health or safety of a student arises and no school administrator or school staff member is present.

All staff members have the right to confiscate mobile phones when used in violation of policy JCDAF and its implementing regulation. If a student refuses to relinquish a phone or other device to a school staff member, the staff member may refer the student with the device to the principal or designee. Atlanta Public Schools assumes no liability for the theft, loss or damage of mobile telephones and other PEDs possessed by students on school property or held by school officials during the confiscation period. APS employees will not be responsible for searching for lost or stolen mobile phone or other PEDs.

Violations are cumulative across the student's school career in the Atlanta Public Schools. A transfer to another school does not entitle the student to a "fresh start."

Students shall not use, display, or turn on communication beepers, cellular phones, video phones, or electronic devices during instructional time, class change time, breakfast or lunch. The Principal shall determine specified times on campus if and when electronic devices may be used for instructional purposes.

Additionally, if a student utilizes a mobile phone or other PED in the commission of any violation of the Rules contained herein, the device may be confiscated, and the student may lose the privilege of possessing a mobile phone or PED on school property for one (1) calendar year. Written notice will be mailed to the parent, and the telephone or device will be returned only to the parent/legal guardian who must schedule a conference at the school to retrieve it.

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

First violation: Verbal warning.

Second violation: The device will be confiscated and the telephone or device will be returned only to the parent/legal guardian who must schedule a conference at the school to retrieve the item.

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

Fourth (or more) violation: The phone will be confiscated, and the student will lose the privilege of

possessing a cellular telephone or PED on school property for one (1) calendar year. Written notice will be mailed to the parent, and the telephone or device will be returned only to the parent/legal guardian who must schedule a conference at the school to retrieve the item.

**5.7.2 Disciplinary actions for students whose parent/legal guardians have not completed the Parental Consent & Acknowledgement Form are as follows:**

First violation: The device will be confiscated, and the telephone or device will be returned only to the parent/legal guardian who must schedule a conference at the school to retrieve the item. The parent/legal guardian will be given the opportunity to complete the Parental Consent & Acknowledgement Form at the first conference. Should a parent/guardian opt to not complete the Parental Consent & Acknowledgement Form, further disciplinary actions against the student may be warranted for subsequent violations.

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

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

**5.7.3 Audio or Video Recording:**

Students shall not use audio or visual recording devices without the permission of a school administrator. This includes, but is not limited to, using recording devices to video, photograph or record misbehaviors or to violate the privacy of others. Any violation will result in the device being confiscated and will also result in the student's loss of the privilege of possessing a mobile telephone or PED on school property for one (1) calendar year. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-4 disciplinary responses for this offense. (See sections 4.1 - 4.4).

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

**5.8 STUDENT INCIVILITY**

**5.8.1 Offensive Language:**

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

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

**5.8.2 Offensive Materials:**

No student shall possess, share, or distribute profane, vulgar, pornographic, obscene, or ethnically

offensive materials. Level 2-3 disciplinary responses should only be considered if the infraction could result in a safety concern due to some form of potential retaliation.

NOTE: See 5.23.3 for offenses that occur with technology

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

5.8.1 – 5.8.2  Level 1 - 4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 1	School based school Interventions	1 day ISS or 1 day Detention	School based school interventions	1 day ISS or 1 day Detention
Level 2	School based school Interventions	3 days Detention	School based school interventions	3 days ISS or 3 days Detention
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School or ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS & School based Interventions	10 days OSS and School based Interventions	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing

If seeking Level 4 discipline for code 5.8.1 or 5.8.2, administrators are required to contact the Office of Student Discipline prior to imposing discipline referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.

Restorative practices are recommended to repair and restore relationships

Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.8.3 Insubordination:**

All students shall comply with reasonable directions or commands of all authorized APS personnel or designees. This may include, but is not limited to, the directions of a staff member to remove themselves from the location of a disruptive situation, the directions of a staff member to identify themselves. See Code 5.8.5 for violations of the school dress code.

5.8.3	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 <sup>st</sup> Offense	School based school interventions	1 day ISS or 1 day Detention	School based school interventions	1 day ISS or 1 day Detention
2 <sup>nd</sup> Offense +	School based school interventions	1 day OSS	School based school interventions	1 day OSS

Restorative practices are recommended to repair and restore relationships

Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.8.4 Public Displays of Affection (PDA):**

No student shall be engaged in amorous kissing, touching, other inappropriate displays of affection.

5.8.4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 1	School based school	1 day ISS or 1 day	School based school	1 day ISS or 1 day

	interventions	Detention	interventions	Detention
--	---------------	-----------	---------------	-----------

Restorative practices are recommended to repair and restore relationships  
 Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.8.5 School Dress Code:**

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

1. Clothing, hairstyles, and jewelry must not cause a disruption or constitute a health or safety hazard.
2. Clothing, including spirit wear, must be modest and of appropriate length and fit. Extremely tight clothing, sagging shorts or trousers, or baggy, oversized clothing is not permitted.
3. Clothing and/or jewelry must not contain words or symbols that are gang-related, offensive, insulting, embarrassing, sexually suggestive, obscene, or promote illegal behavior.
4. Clothing and/or jewelry must not contain any advertisement or display of words or symbols associated with alcohol, illegal drugs, or tobacco.
5. Appropriate undergarments must be worn at all times and must not be visible. Pants that sit below the waistline are not allowed. Students are only allowed to wear pajamas on school-sanctioned special days.
6. Caps, hats, head wraps, bandanas, hoods, or other head coverings must not be worn in the school building during the school day unless there is a special activity where they are deemed appropriate by the school principal.
7. Appropriate shoes, those that fit and allow for safe movement throughout the school, must be worn at all times at school and school sponsored activities.
8. In accordance with the recommendations of public health officials, the wearing of personal protective equipment (i.e., face coverings, masks, etc.) by students may be required as part of the student dress code.

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

5.8.5	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 1	School based	1 day ISS or 1 day	School based	1 day ISS or 1 day



interventions and supports	Detention	interventions and supports	Detention
----------------------------	-----------	----------------------------	-----------

Parent may be contacted to provide a change of clothes  
 Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.9 DISRUPTION OF SCHOOL:**

**5.9.1 School-wide Disruption:**

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

Examples include, but are not limited to: large fights, food fights, actions that disrupt multiple classrooms, actions that disrupt large areas of the school (cafeteria, media center, etc), or cause a disruption of transportation processes. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-4 disciplinary responses for this offense.

5.9.1 Levels 2-4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 2	School based Intervention	3 days Detention	School based Intervention	3 days ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and	10 days OSS and	3 days OSS and	10 days OSS and School

School based Interventions	School based Interventions; hearing referral/ recommendation of long-term suspension	School based Interventions	based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
----------------------------	--	----------------------------	---

Restorative practices are recommended to repair and restore relationships Parent conference may occur prior to student return to school Notify the appropriate Associate Superintendent

Contact Safety and Security – Criminal charges may apply

Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.9.2 Trespassing:**

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

Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-4 disciplinary responses for this offense.

5.9.2 Levels 1-4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 1	School based Interventions &	1 day ISS or 1 day Detention	School based Interventions &	1 day ISS or 1 day Detention

	Alternative to Suspension		Alternative to Suspension	
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention or ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.

Parent conference may occur prior to student return to school Contact Safety and Security – Criminal

charges may apply

Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.9.3 Unauthorized Area:**

Students may not be present in an unauthorized area of school property which may include school roofs and custodial areas. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-3 disciplinary responses for this offense.

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

Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based	3 days OSS and School based Interventions
---------	---	---	--	--

			Interventions
--	--	--	---------------

Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.9.4 Unauthorized Entry of Unauthorized Person(s):**

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

5.9.4 Levels 1-3	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 1	School based  Interventions & Alternatives to Suspension	1 day Detention or 1  day ISS	School based  Interventions & Alternatives to Suspension	1 day Detention or 1 day ISS
Level 2	School based  Interventions & Alternatives to Suspension	3 days of Detention	School based  Interventions & Alternatives to Suspension	3 days of Detention or ISS
Level 3	1 day of ISS &  School based Interventions	3 days OSS and  School based Interventions	1 day of Saturday  School OR ISS & School based	3 days OSS and School  based Interventions

			Interventions	
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, or assignment to alternative school.

Parent conference may occur prior to student return to school  
 Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.9.5 Unauthorized Item:**

Students may not bring to school or be in possession of any item that does, or has the potential to, disrupt the classroom environment or orderly operation of the school. Unauthorized items may include, but are not limited to, phone cases in the likeness of a weapon, unauthorized drones, or items that do not meet the definition of 5.25.2. Once detected, an unauthorized item will be confiscated and returned only to the parent/guardian. APS assumes no liability for any lost or damaged unauthorized item.

5.9.5	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 1	School based Interventions & Alternatives to	1 day Detention or 1 day ISS	School based Interventions & Alternatives to	1 day Detention or 1 day ISS

	Suspension		Suspension
--	------------	--	------------

Parent conference may occur prior to student return to school

Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.9.6 Selling/Distributing Unauthorized Item**

No student shall buy, receive, sell, distribute, or possess with intent to distribute any item that does, or has the potential to, disrupt the classroom environment or orderly operation of the school. Unauthorized items may include, but are not limited to, phone cases in the likeness of a weapon, unauthorized drones, or items that do not meet the definition of 5.25.2. Once detected, an unauthorized item will be confiscated and returned only to the parent/guardian. APS assumes no liability for any lost or damaged unauthorized item. There is no requirement that there be an exchange of money, goods, or services to find a violation of this rule.

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

Parent conference may occur prior to student return to school

Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.10 FALSE REPORTS**

**5.10.1 False Report:**

No student shall knowingly and willfully make false reports or statements whether orally or in writing; falsely accuse other students of wrong actions; falsely accuse APS employees of wrong action or inappropriate conduct; falsify school records; or forge signatures. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-4 disciplinary responses for this offense.

5.10.1 Levels 1-4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 1	School based Intervention s & Alternatives to Suspension	1 day ISS or 1 day Detention	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention
Level 2	School based Intervention s & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention or ISS
Level 3	1 day of ISS & School based Intervention s	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions



Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
---------	---	--	---	--

Restorative practices are recommended to repair and restore relationships Contact Safety and Security – Criminal charges may apply

Combination of School based interventions, supports, and disciplinary response may be appropriate

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

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

5.10.2 - 5.10.3	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 3-4				
1 <sup>st</sup> Offense	School based interventions	1 day OSS	School based interventions	3 days OSS
2 <sup>nd</sup> Offense +	3 days OSS	10 days OSS and a hearing referral	5 days OSS	10 days OSS and a hearing referral

Restorative practices are recommended to repair and restore relationships Contact Safety and Security – Criminal charges may apply

Combination of School based interventions, supports, and disciplinary response may be appropriate

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

**5.11 Gambling:**

No student shall gamble or solicit others to gamble or participate in any type of gambling activity as defined by state law or that involves the wagering or betting of services, money or other items. Gambling includes, but is not limited to, betting on any game or event, shooting dice, matching, card games, or any other games for money and/or things of value. Students may not possess gambling devices to be used in gambling activity (e.g., dice, cards). Participation in a raffle or other game sponsored by a school organization and approved by school administration will not be a violation of this rule.

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

**5.12 GANG RELATED ACTIVITY:**

A “gang” is defined as any group of three or more people with a common name or common identifying signs, symbols, tattoos, graffiti, attire or other distinguishing characteristics which engage in any of the following: commission, attempted commission, conspiracy to commit, or solicitation, coercion, or intimidation of another person to commit offenses such as, but not limited to, rape, aggravated sexual

battery, violence, possession or use of a weapon, or trespass or damage to property resulting from any act of gang related painting on, tagging, marking on, writing on, or creating any form of graffiti on school or personal property. Students will not engage in acts of gang-related activities and affiliations. Prohibited acts include wearing or possessing gang-related apparel, conveying membership or affiliation with a gang, gang-related solicitation, violence, threats, defacement of school or personal property by painting, tagging, marking, writing, or creating any form of graffiti, etc.

**5.12.1 Displaying Gang Affiliation:**

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

Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-3 disciplinary responses for this offense.

5.12.1	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions

Parent conference should occur prior to student return to school Contact Safety and Security – Criminal charges may apply

Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.12.2 Engaging in Gang Activity:**

No student shall engage in any activity while participating in a gang which interferes with the orderly conduct of school activities, with discipline in the schools, or with the rights of other students or faculty members. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 3-4 disciplinary responses for this offense.

**5.12.3 Recruiting/Soliciting:**

No student shall recruit or solicit membership in any gang or gang-related organization. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 3-4 disciplinary responses for this offense.

5.12.2 -	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
5.12.3 Levels 3-4				
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/ recommendation of	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension,

		long-term suspension	expulsion, or assignment to alternative school.
--	--	----------------------	---

Parent conference should occur prior to student return to school Contact Safety and Security – Criminal charges may apply

Combination of School based interventions, supports, and disciplinary response may be appropriate

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

**5.13.1 Teasing/Taunting:**

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

5.13.1 Level 1	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 1	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention

Restorative practices are recommended to repair harm

Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.13.2 Harassment:**

Intentional, substantial, and unreasonable verbal, physical or written contact that is initiated, maintained, or repeated. No student shall engage in harassment, intimidation, or abuse of or toward any other student(s), APS employees or other adults for any reason. This prohibition includes but is not limited to, harassment, intimidation or abuse of students or others based on actual or perceived race, creed, color, national origin, religion, sex, age, disability, sexual orientation, gender, gender identity or a

physical characteristic. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-3 disciplinary responses for this offense. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in [www.atlantapublicschools.us/titleix](http://www.atlantapublicschools.us/titleix)

5.13.2 Levels 1-3	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 1	School based Interventions & Alternatives to Suspension	1 day Detention or 1 day ISS	School based Interventions & Alternatives to Suspension	1 day Detention or 1 day ISS
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions

Restorative practices are recommended to repair harm

Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.13.3 Threats:**

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

**5.13.4 Terroristic Threats:**

No student shall threaten to commit any crime of violence, to release any hazardous substance, or to burn or damage property with the purpose of terrorizing another or of causing the evacuation of a building, or otherwise causing serious disruption or in reckless disregard of the risk of causing such disruption. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-4 disciplinary responses for this offense. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in [www.atlantapublicschools.us/titleix](http://www.atlantapublicschools.us/titleix)

5.13.3 & 5.13.4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 1	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR ISS

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

Restorative practices are recommended to repair and restore relationships Contact Safety and Security – Criminal charges may apply  
 Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.13.5 Bullying:**

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

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

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



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

b) Bullying: Bullying behavior is defined as:

1. willful attempt or threat to inflict injury on another person when accompanied by an apparent present ability to do so, or;
2. intentionally exhibiting a display of force such as would give the victim reason to fear or expect immediate bodily harm, or;
3. any intentional written, verbal or physical act, which a reasonable person would perceive as being intended to threaten, harass or intimidate that:
  - Causes substantial physical harm or bodily harm capable of being perceived by a person other than the victim and may include, but is not limited to, substantially 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.

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

5.13.5	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 2 – 4				
1 <sup>st</sup> Offense	1 days OSS	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion	1 days OSS	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion or assignment to

				the alternative school
Administrators are required to contact Student Discipline prior to entering 2+ bullying violations				
2 <sup>nd</sup> Offense	3 days OSS	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion	3 days OSS	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion or assignment to the alternative school
*3 <sup>rd</sup> Offense	10 days OSS	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion or assignment to the alternative school for a minimum of one calendar year	

Contact Safety and Security – Criminal charges may apply

Parent conference mandatory

Combination of School based interventions, supports, and disciplinary response may be appropriate

\*If a 3<sup>rd</sup> and subsequent offense of Bullying/Cyberbullying/Electronic occurs within one school year, as determined by a hearing officer, a student in grades 6-12 shall be expelled for at least one calendar year,

with an option for the student to attend the alternative school during this discipline.

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

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

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

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

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

**5.14 SCHOOL HAZARD OFFENSES**

**5.14.1a Discharging/Lighting Incendiary Devices:**

No student shall light and/or discharge smoke bombs, stink bombs, fireworks, cigarette lighters, matches, or similar devices. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-4 disciplinary responses for this offense.

5.14.1a  Levels 1-4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM

Level 1	School based Intervention & Alternatives to Suspension	1 day ISS or 1 day Detention	School based Intervention & Alternatives to Suspension	1 day ISS or 1 day Detention
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR 3 days ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/ recommendation of long-term	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment

		suspension		to alternative school.
--	--	------------	--	------------------------

Contact Safety and Security – Criminal charges may apply

Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.14.1b Possession Incendiary Devices:**

No student shall possess smoke bombs, stink bombs, fireworks, cigarette lighters, matches, or similar devices. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-2 disciplinary responses for this offense.

5.14.1b Levels 1-2	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 1	School based Intervention s & Alternatives to Suspension	1 day ISS or 1 day  Detention	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day  Detention
Level 2	School based Intervention s & Alternatives to Suspension	3 days Detention	School based Interventions &  Alternative to Suspension	3 days ISS or 3 days  Detention

Contact Safety and Security – Criminal charges may apply

Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.14.2a Arson with Damage:**

No student shall use fire, explosive, or the equivalent thereof, to damage or knowingly cause, aid, abet, advise, attempt or encourage damage to school building, school property, personal property, school structure, or vehicle on school grounds. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-4 disciplinary responses for this offense.

**5.14.2b Arson without Damage:**

No student shall use fire, explosive, or the equivalent thereof, to take part in an act that could result in damage, aid abet, advise, attempt or encourage damage to school building, school property, personal property, school structure, or vehicle on grounds. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-4 disciplinary responses for this offense.

5.14.2a- 5.14.2b Levels 1-4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 1	School based Interventions & Alternative to Suspension	1 day Detention or 1 day ISS	School based Interventions & Alternative to Suspension	1 day Detention or 1 day ISS
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR 3 days ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions

Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
---------	---	---	---	--

Contact Safety and Security – Criminal charges may apply

Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.15 Off-Campus Offenses:**

Off-campus misconduct for which a student may be disciplined includes, but is not limited to, any off-campus conduct which could result in the student being criminally charged with a felony (if committed by an adult), or felonious conduct for which a student has been arrested, criminally charged/indicted, adjudicated to have committed, or convicted; AND conduct which makes the student’s continued presence at school a potential danger to persons or property at the school or which disrupts the educational process. Contact Safety and Security and the Associate Superintendent. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 4 disciplinary responses for this offense.

5.15 Level 4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions;	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing

	hearing referral/ recommendation of  long-term suspension/expulsion	referral/recommendation of long-term suspension,  expulsion, or assignment to alternative school.
--	--	---

Contact Safety and Security

Combination of School based interventions, supports, and disciplinary response may be appropriate

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

**5.16 Parties to the Offense:**

No student shall urge, encourage, counsel, further, promote, assist, cause, advise, procure, or abet any other student(s) to violate any section or paragraph of this Code of Conduct. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-4 disciplinary responses for this offense.

5.16 Level 1-4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 1	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention
Level 2	School based Interventions &	3 days of Detention	School based Interventions &	3 days of Detention OR 3 days ISS



	Alternatives to Suspension		Alternatives to Suspension	
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.

Restorative practices are recommended to repair and restore relationships

Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.18 PHYSICAL OFFENSES**

**5.18.1 Horseplay/Class Disruption:**

Students shall not engage in rough, boisterous or horseplay activities that disrupt any aspect of the school environment. The administrator may utilize interventions, supports, and Level 1 disciplinary responses for this offense.

5.18.1	Elementary	Middle/High
--------	------------	-------------

Level 1	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 1	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention

Restorative practices are recommended to repair and restore relationships

Combination of School based interventions, supports, and disciplinary response may be appropriate

5.18.2 Physical Offenses by a Student to any Person Other Than a School Employee: Students may not commit physical offenses against persons who are not a school employee. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in [www.atlantapublicschools.us/titleix](http://www.atlantapublicschools.us/titleix).

These physical offenses include:

- a) Battery: Intentionally making physical contact of an insulting or provoking nature with another person. Physical contact which causes harm may result in a Level 4 disciplinary response being imposed. Harm may include, but is not limited to, significant injuries such as swelling, bleeding, concussions, broken bones, sprains, or where medical attention was sought for a significant injury. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in [www.atlantapublicschools.us/titleix](http://www.atlantapublicschools.us/titleix)
- b) Fighting: 2 individuals mutually participating in a physical altercation. Physical contact which causes harm may result in a Level 4 disciplinary response being imposed. Harm may include, but is not limited to, significant injuries such as swelling, bleeding, concussions, broken bones, sprains, or where medical attention was sought for a significant injury.
- c) Group fighting: 3 or more individuals mutually participating in a physical altercation. Physical contact which causes harm may result in a Level 4 disciplinary response being imposed. Harm may include, but is not limited to, significant injuries such as swelling, bleeding, concussions, broken bones, sprains, or where medical attention was sought for a significant injury.

5.18.2a-5.18.2c  Level 1-4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM

Level 1	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR 3 days ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions

Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation
---------	---	---	---	---

	recommendation of long-term suspension	of long-term suspension, expulsion, or assignment to alternative school.
--	--	--

Restorative practices are recommended to repair and restore relationships, if appropriate Contact Safety and Security – Criminal charges may apply

Combination of School based interventions, supports, and disciplinary response may be appropriate Supportive measures as appropriate

d) Assault: Attempting to cause physical injury, threaten bodily harm, or commit an act which places a person in reasonable apprehension of immediately receiving physical injury, but no contact is made. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-3 disciplinary responses for this offense. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in [www.atlantapublicschools.us/titleix](http://www.atlantapublicschools.us/titleix).

5.18.2d Level 2-3	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR 3 days ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based	3 days OSS and School based Interventions

Interventions

Restorative practices are recommended to repair and restore relationships, if appropriate

Combination of School based interventions, supports, and disciplinary response may be appropriate

Supportive measures as appropriate

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

5.18.2e Levels 3-4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 3	1 day of ISS &  School based Intervention s	3 days OSS and  School based Interventions	1 day of Saturday  School OR ISS &  School based Interventions	3 days OSS and School  based Interventions
Level 4	3 days OSS and  School based Intervention s	10 days OSS and  School based Interventions;  hearing referral/ recommendation of	3 days OSS and  School based Interventions	10 days OSS and School  based Interventions;  hearing  referral/recommendati on  of long-term suspension,

		long-term suspension	expulsion, or assignment to alternative school.
--	--	----------------------	---

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

**5.18.2f Stalking:**

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

5.18.2f Level 1-4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 1	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention
Level 2	School based Interventions & Alternatives to	3 days of Detention	School based Interventions & Alternatives to	3 days of Detention OR 3 days ISS

	Suspension		Suspension	
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.

Contact Safety and Security – Criminal charges may apply

Combination of School based interventions, supports, and disciplinary response may be appropriate Supportive measures may be available.

**5.18.3 Physical Harm to Employee:**

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

5.18.3	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 4				
1 <sup>st</sup> Offense +	5 days OSS and a hearing referral	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion	10 days OSS and a hearing referral recommendation of permanent expulsion for the remainder of the student's eligibility to attend public school pursuant to O.C.G.A. § 20-2-751.6. The hearing officer may permit the student to attend the alternative education program for the period of the student's expulsion. If the student is in middle school at the time of the offense, he/she may be permitted by the hearing officer to reenroll in the regular public school program during grades 9-12	

Administrators are required to contact the Office of Student Discipline prior to entering this code Restorative practices are recommended to repair and restore relationships Notify the appropriate Associate Superintendent

Contact Safety and Security – Criminal charges may apply

**5.18.4 Battery of School Employee:**

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

5.18.4	Elementary	Middle/High
--------	------------	-------------



Level 4	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 <sup>st</sup> Offense+	1 day OSS and a hearing referral	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion or assignment to the alternative school	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion or assignment to the alternative school

Restorative practices are recommended to repair and restore relationships Notify the appropriate Associate Superintendent Contact Safety and Security – Criminal charges may apply

Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.18.5 Assault of School Employee:**

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

5.18.5	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 3-4				
1 <sup>st</sup> Offense +	School based interventions, alternatives to	10 days OSS and a hearing referral with a recommendation of	5 days OSS and a hearing referral with a recommendation of	10 days OSS and a hearing referral with a recommendation of

suspension, and a hearing referral	long-term suspension/expulsion	long-term suspension/expulsion or assignment to the alternative school	long-term suspension/expulsion or assignment to the alternative school
------------------------------------	--------------------------------	--	--

Restorative practices are recommended to repair and restore relationships Notify the appropriate Associate Superintendent Contact Safety and Security – Criminal charges may apply  
Combination of School based interventions, supports, and disciplinary response may be appropriate

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

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

**5.20 PROPERTY RELATED OFFENSES**

**5.20.1 Vandalism:**

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

**5.20.2 Theft:**

No student shall intentionally steal property belonging to another person or entity.

Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-4 disciplinary responses for this offense.

**5.20.3 Robbery:**

No student shall take or attempt to take the property of another by use of force, offensive weapon, or any device having the appearance of a weapon. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 3-4 disciplinary responses for this offense.

**5.20.4 Burglary:**

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

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

5.20.1- 5.20.4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 1	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based	1 day of Saturday School OR ISS & School	3 days OSS and School based Interventions

		Interventions	based Interventions	
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension,

		long-term suspension		expulsion, or assignment to alternative school.
--	--	----------------------	--	---

Restorative practices are recommended to repair and restore relationships  
 Parent conference should occur prior to student return to school  
 Contact Safety and Security – Criminal charges may apply

Combination of School based interventions, supports, and disciplinary response may be appropriate

**SEXUAL OFFENSES**

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

**5.21.1 Sexual Activity:**

No student shall consent to and participate in any form of sexual activity with another student. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 3-4 disciplinary responses for this offense.

**5.21.2 Indecent Exposure of Self or Others:**

No student shall expose one's intimate body parts in public or expose the undergarments/intimate body parts of others. Intimate body parts include the primary genital area, anus, groin, inner thighs, or buttocks of a male or female and the breasts of a female.

Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-4 disciplinary responses for this offense. Students who intentionally expose the intimate body parts of another may face increased discipline. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in [www.atlantapublicschools.us/titleix](http://www.atlantapublicschools.us/titleix)

**5.21.3 Sexual Misconduct:**

No student shall commit any act of verbal, written, gesture-oriented, physical sexual misconduct, or invasion of privacy. Invasion of privacy may include, but not limited to the following: Intentionally entering an occupied restroom stall, peeking into a stall or urinal, peeking into showers or changing area, or any other behavior which attempts to invade the privacy of others, whether for sexual gratification or as a joke/prank. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-4 disciplinary responses for this offense. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in [www.atlantapublicschools.us/titleix](http://www.atlantapublicschools.us/titleix)

**5.21.4 Sexual Harassment:**

No student shall participate in physical, verbal or visual conduct of a sexual nature directed towards another person wherein there is a pattern of harassing behavior or a single significant incident of unwelcome sexual advances or gestures, requests for sexual favors, sexually offensive slurs, sexually offensive drawings, photographs or posters. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 3-4 disciplinary responses for this offense. (See sections 4.2 – 4.3, 4.4). Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in [www.atlantapublicschools.us/titleix](http://www.atlantapublicschools.us/titleix)

Examples of Sexual harassment which result in a student being disciplined may include, but are not limited to, the following:

Verbal harassment or abuse;

Subtle pressure for sexual activity;

Unwelcome or inappropriate sexually-motivated or intentional touching of intimate body parts;  
Offensive or unwelcome sexual advances or propositions;

Graphic or degrading verbal comments about an individual or his/her physical attributes;

Conditioning the provision of an aid, benefit, or service on participation in unwelcome sexual conduct;

Display of sexually suggestive objects, pictures, cards, or letters;

Lewd or suggestive comments or gestures; Off-color language or jokes of a sexual nature;

Demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status;

Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or student's educational status;

Sexual violence, a physical act of aggression that includes a sexual act or purpose.

5.21.1 – 5.21.4 Levels 1-4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 1	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based	10 days OSS and School based	3 days OSS and School based Interventions	10 days OSS and School based Interventions;

	Interventions	Interventions;  hearing referral/ recommendation of  long-term  suspension		hearing  referral/recommenda tion  of long-term suspension,  expulsion, or assignment  to alternative school.
--	---------------	--	--	--

Restorative practices are recommended to repair and restore relationships SW Referral – DFCS notification may be necessary  
Parent conference should occur prior to student return to school

Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.21.5 Sexual Battery:**

Sexual battery is defined as a student intentionally making physical contact with the intimate parts of the body of another person without the consent of that person. Intimate body parts include the primary genital area, anus, groin, inner thighs, or buttocks of a male or female and the breasts of a female. No student shall commit any act of sexual battery on school property, school buses, or at school-sponsored events. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in [www.atlantapublicschools.us/titleix](http://www.atlantapublicschools.us/titleix)

5.21.5  Level 3	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 <sup>st</sup> Offense	School based interventions & Alternatives to suspension	10 days OSS and a hearing Referral	School based interventions & Alternatives to suspension	10 days OSS and a hearing referral
2 <sup>nd</sup> Offense	5 days OSS	10 days OSS and a	10 days OSS and a hearing referral with a	

		hearing referral with recommendation of long term suspension/expulsion	recommendation of long term suspension/expulsion
3 <sup>rd</sup> Offense +	10 days OSS - hearing Referral with recommendation of (min) expulsion for one calendar year (max) permanent expulsion	10 days OSS - hearing Referral with recommendation of (min) expulsion for one calendar year (max) permanent expulsion	10 days OSS - hearing Referral with recommendation of (min) expulsion for one calendar year (max) permanent expulsion

Supportive measures for both student victims and accused students.

SW Referral – DFCS notification may be necessary

Parent conference should occur prior to student return to school Notify the appropriate Associate Superintendent

Notify resource officer and contact Safety and Security – Criminal charges may apply

Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.21.6 Sexual Molestation:**

Sexual molestation is defined as a student doing any immoral or indecent act to or in the presence of another person, without that person's consent, with the intent to arouse or satisfy the sexual desires of either the student or the other person. This includes a student forcing another person to make physical contact with the student's intimate body parts, as defined in this Section. No student shall commit any act of sexual molestation or the attempts thereof on school property, school buses, or at school-sponsored events. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in [www.atlantapublicschools.us/titleix](http://www.atlantapublicschools.us/titleix)

5.21.6	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM



1 <sup>st</sup> Offense	3 days OSS	10 days OSS and a hearing referral with a recommendation of (min) long term suspension/expulsion (max) permanent expulsion	8 days OSS	10 days OSS and a hearing referral with a recommendation of (min) long term suspension/expulsion (max) permanent expulsion
2 <sup>nd</sup> Offense		10 days OSS and a hearing referral with a recommendation of (min) long term suspension/expulsion (max) permanent expulsion		10 days OSS and a hearing referral with a recommendation of (min) long term suspension/expulsion (max) permanent expulsion
3 <sup>rd</sup> Offense +		10 days OSS and a hearing referral with a recommendation of permanent expulsion		10 days OSS and a hearing referral with a recommendation of permanent expulsion

SW Referral – DFCS notification

Parent conference should occur prior to student return to school, but may occur afterward Notify the appropriate Associate Superintendent

Notify resource officer and contact Safety and Security – Criminal charges may apply

Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.23 TECHNOLOGY OFFENSES**

**5.23.1 Hacking or Altering School Technology:**

Students will not attempt to or disrupt the school technology resources by destroying, altering or otherwise modifying technology. Students will not engage in any activity that monopolizes, wastes or compromises school technology resources. Actual or attempted hacking is strictly prohibited. Depending on age of student, level of severity or

repetition, the administrator may utilize interventions, supports, and Level 2-4 disciplinary responses for this offense.

**5.23.2 Piracy:**

Students will not copy computer programs, software or other technology provided by APS for personal use. Downloading unauthorized files is strictly prohibited. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-4 disciplinary responses for this offense.

**5.23.3 Access, Distributing, or Displaying Inappropriate Material:**

Students will not use any technology resources to distribute nor display inappropriate material. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 3-4 disciplinary responses for this offense. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in [www.atlantapublicschools.us/titleix](http://www.atlantapublicschools.us/titleix). Inappropriate material does not serve an instructional or educational purpose and includes but is not limited to the following:

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

Advocates illegal or dangerous acts;

Causes disruption to APS, its employees or students; Advocates violence;

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

Is otherwise harmful to minors as defined by the Children's Internet Protection Act.

Note: See 5.8.2 for non-technology offenses

5.23.1 –  5.23.3  Levels 1-4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 1	School based  Interventions &  Alternatives to  Suspension	1 day ISS or 1 day  Detention	School based  Interventions &  Alternatives to  Suspension	1 day ISS or 1 day  Detention

Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.

Restorative practices are recommended to repair and restore relationships

Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.25 WEAPONS:**

A student shall not possess, handle, transmit, or cause to be transmitted; use or threaten to use; sell, attempt to sell, or conspire to sell a weapon, either concealed or open to view, on school property. A weapon includes a dangerous weapon, firearm or hazardous object, as further defined below. All weapons shall be confiscated and given to Safety and Security or other law enforcement agencies as appropriate. The disposition of confiscated weapons shall be determined by the Superintendent or

his/her designee, in conjunction with law enforcement. There is no exception for students who have a valid legal license to carry a weapon. The definition of "weapon" for purposes of this Code of Conduct is one that includes, but is not limited to, the following items:

**5.25.1 Category I Weapon - Dangerous Weapon or Firearm (Loaded or Unloaded):**

Firearm means a handgun, rifle, shotgun, or other weapon which will or can be converted to expel a projectile by the action of an explosive or electrical charge.

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

**MANDATORY DISCIPLINE HEARING**

5.25.1 Level 4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 <sup>st</sup> Offense +	10 days OSS and a hearing referral with a recommendation of expulsion for 1 calendar year	10 days OSS and a hearing referral with a recommendation of permanent expulsion	10 days OSS and a hearing referral with a recommendation of assignment to the alternative school for one calendar year or expulsion for 1 calendar year	10 days OSS and a hearing referral with a recommendation of permanent expulsion

Notify the appropriate Associate Superintendent

Contact Safety and Security – Criminal charges may apply

**5.25.2 Category II Weapon – Hazardous Object:**

Any pellet gun, paint pellet gun, or BB gun, antique firearm, pepper spray, nonlethal air gun, stun gun, taser or any similar weapon that does not meet the definition of a Category I weapon; any Bowie, Dirk, machete, switchblade knife, ballistic knife, any other knife having a blade of two or more inches; any razor blade (e.g., straight, regular, retractable, etc.); box cutter; any bludgeon (e.g. billy club, PR-24, night stick, spring stick, blackjack, club); any firearm muffler or firearm silencer; "look-alike" bomb; any "martial arts" device or flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely (e.g., nunchakus, nun chuck, nun chahka, shuriken, or fighting chain, etc.); any disc of whatever configuration with at least two points or pointed blades which is designed to be thrown or propelled (e.g., Chinese star, oriental dart, throwing star, etc.); miscellaneous devices such as swords, sword/knife canes, ice picks, chains, bow and arrows, knuckles made of metal, thermoplastic, wood or other similar material, objects placed on fingers, in hands, or on fists or knuckles to provide a "loaded fist," etc., or any tool or instrument which the school administration could reasonably conclude as being used as a weapon or intended by the student to be used as a weapon and thus a violation of the intent of this Code of Conduct.

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

5.25.2 Level 2-4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 <sup>st</sup> Offense	School-based Interventions and Supports	10 days OSS and a disciplinary hearing referral with a recommendation of long-term	School-based Interventions and Supports	10 days OSS and a hearing referral with a recommendation of long-term

		suspension/expulsion		suspension/ expulsion or assignment to the alternative school
2 <sup>nd</sup> Offense +	3 days OSS	10 days OSS and a hearing referral with a recommendation of expulsion for 1 calendar year	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion or assignment to the alternative school	10 days OSS and a hearing referral with a recommendation of expulsion for 1 calendar year or assignment to the alternative school

Notify the appropriate Associate Superintendent

Contact Safety and Security – Criminal charges may apply

Combination of School based interventions, supports, and disciplinary response may be appropriate

Factors to be considered in determining the disciplinary response will include, but not be limited to: age, maturity level of student, willfulness and intent, and the weapon involved.

**5.25.3 Category III Weapon:**

Any knife or instrument having a blade of less than two inches, any "look-alike" firearm, toy guns, or plastic disposable razor or sling shot. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-4 disciplinary responses for this offense. (See sections 4.1 – 4.3, 4.4). Factors to be considered in

determining the disciplinary response will include, but not be limited to: age, maturity level of student, willfulness and intent, and the weapon involved. Notify the appropriate Associate Superintendent - Contact Safety and Security – Criminal charges may apply

5.25.3 Levels 1-4	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
Level 1	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention	School based Interventions & Alternatives to Suspension	1 day ISS or 1 day Detention
Level 2	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR ISS
Level 3	1 day of ISS & School based Interventions	3 days OSS and School based Interventions	1 day of Saturday School OR ISS & School based Interventions	3 days OSS and School based Interventions
Level 4	3 days OSS and School based Interventions	10 days OSS and School based Interventions;	3 days OSS and School based Interventions	10 days OSS and School based Interventions; hearing

	hearing referral/ recommendation of long-term suspension	referral/recommenda tion of long-term suspension, expulsion, or assignment to alternative school.
--	--	---

Restorative practices are recommended to repair and restore relationships  
Combination of School based interventions, supports, and disciplinary response may be appropriate

**5.25.4 Bullets, BB’S, Paintball Pellets:**

Students may not possess ammunition, BB’s, paint pellets, or CO2cartridges. These items are disruptive to the function of the school and may pose a safety risk.

5.5 Level 1 - 2	Elementary		Middle/High	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1 <sup>st</sup> Offense	Administrative Conference	3 days detention	Administrative Conference	3 days ISS
2 <sup>nd</sup> Offense +	3 days detention	3 days OSS	Saturday school and/or 3 days ISS	5 days OSS

Combination of School based interventions, supports, and disciplinary response may be appropriate

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

Transport of the look-alike weapon or dangerous instrument/item to and from the school must be by the approved parent, guardian or other approved individual 21 years of age. The transporting individual should remove the dangerous instrument/item from the school immediately upon completion of the



educational session. When necessary, the teacher or school administration will store the look-alike weapon or dangerous instrument/item in a secure location when it is not being used in the approved classroom activities. The dangerous instrument must be unloaded and must not contain any explosive material.

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

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

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

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

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

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

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

The school system may, by petition to the juvenile court, proceed against a parent or guardian of a

chronic disciplinary problem student if school system personnel believe the parent or guardian has willfully and unreasonably failed to attend a conference requested by a principal.

10. **DRIVERS' LICENSES:** In addition to the discipline specified in this Code of Conduct for attendance and selected conduct, students may find their eligibility for a Georgia instructional/learner's permit or driver's license impacted by their school enrollment. Students must obtain a Certification of Enrollment from their school stating that the student is enrolled in and not under expulsion to be eligible for a driver's license or learner's permit.

11. **DISCIPLINED STUDENTS ON CAMPUS:** Students who are suspended or expelled are not allowed on school grounds to participate in regular school activities, extracurricular activities, athletic participation, and other school events. Students assigned to alternative school may not return to their home school or any other APS school to participate in school events without permission of the Principal. Failure to adhere to this rule can result in the student receiving additional disciplinary charges and/or an increased disciplinary response.

12. **REMOVING DISRUPTIVE STUDENTS FROM THE CLASSROOM:** The Superintendent and Principals shall, and do, fully support the authority of every teacher in his/her school(s) to remove a disruptive student from his/her class pursuant to O.C.G.A. § 20-2-738. The principal or the principal's designee will respond when a student is referred by a teacher by employing appropriate discipline management techniques that are consistent with District policy, procedure and guidelines.

#### a. Teacher Reporting

Teachers are required to file a report with the principal or principal's designee if he or she has a student that has exhibited behavior that repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in his or her class or with the ability of such student's classmates to learn, where such behavior is in violation of the student code of conduct. This report will be filed within one school day of the most recent occurrence of such behavior, will not exceed one page, and will describe the behavior. The principal or the principal's designee will, within one school day after receiving such a report from a teacher, send to the student's parents or guardian a copy of the report and information regarding how the student's parents or guardians may contact the principal or the principal's designee.

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

#### b. Teacher Removal of Disruptive Student

Teachers have the authority to remove from the class a student who repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn, where the student's behavior is in violation of the student code of conduct, provided that the teacher has previously filed a report pursuant to the Teacher

Reporting section of this Code, or determines that such behavior of the student poses an immediate threat to the safety of the student's classmates or the teacher. Principals will implement the District's removal process and will fully support the authority of every teacher in his or her school to remove a student from the classroom pursuant to Georgia law.

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

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

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

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

### 13. **TRUANCY:**

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

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

13.1 Schools will notify parents/guardians when a student has accumulated five (5) unexcused absences.

13.2 Schools will also notify parents/guardians of students 14 years of age and older when the student has accumulated seven (7) unexcused absences during the school year.

13.3 Possible consequences may also include disposition for unruly children in accordance with O.C.G.A. § 15-11-67.

14. **REPORTING TO LAW ENFORCEMENT:** In addition to discipline of students by APS, student conduct may be reported to appropriate law enforcement authorities, including pursuant to O.C.G.A. 20-2-1184. Some Student Code of Conduct violations may also result in criminal charges. School disciplinary action will be independent of any criminal or juvenile court decisions. When it comes to the attention of APS that an offense has occurred which may constitute criminal behavior, the officials and employees of Atlanta Public Schools will cooperate with the police and other investigative agencies in providing and sharing information about the student to the degree that the official or the employee deems necessary and/or is governed by law.

As required by the Georgia Legislature, APS encourages parents/guardians to inform their children of the consequences, including potential criminal penalties, of underage sexual conduct and crimes for which a minor can be tried as an adult.

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

If such student is receiving or has received a multi-tiered system of supports, the school has met these requirements. This requirement does not apply if:  
the student possessed a weapon/ dangerous instrument (including Rule 5.25) or illegal drugs (including Rule 5.2); and/or  
the student's behavior endangers the physical safety of other students or school personnel.

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

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

**STUDENT FORMS**

Parents & Students,

Please review the following Parent Acknowledgement and Student Forms and sign and return the signature page within five (5) days of receipt of the Student Handbook.

DRAFT

#### **CELLULAR TELEPHONE/PERSONAL ELECTRONIC DEVICE**

My child has my permission to possess the personal electronic device listed below while on the property of Wesley International Academy.

My child and I have read and understand Policy JCDAF and the associated regulations. I acknowledge the following:

1. Unless otherwise directed by school staff or teacher, cellular telephones and other personal electronic devices must be out of sight and turned off during the school day, during the lunch break.
2. Students are prohibited from placing or receiving texts/phone calls/emails during the school day. In the event a parent needs to make contact with his/her child during the school day, parents are encouraged to contact the school's front office to request to speak to or deliver a message to their child.
3. Possession of a cellular phone at school is a privilege, not a right, and if your child's possession of a cellular phone is deemed to interfere with the educational opportunity of your student or other students, this acknowledgement form can be revoked without warning.
4. All staff members have the right to confiscate mobile phones when used in violation of the Code of Conduct and policy JCDAF and its implementing regulation.
5. Any confiscated phone that is not retrieved by the end of the school year in which it was confiscated may be donated to a local charitable agency or organization.

Some of the disciplinary actions for students whose parent/legal guardians have completed the Parental Consent & Acknowledgement Form are listed in section 5.7.1 of the Code of Conduct.

Atlanta Public Schools assumes no responsibility or liability for the theft, loss, or damage to a cellular telephone or other PED, nor does it assume responsibility for the unauthorized use of any device

**STUDENT PERMISSION FORMS & ACKNOWLEDGEMENT SIGNATURE PAGE**

**STUDENT CODE OF CONDUCT**

Student Agreement

I, \_\_\_\_\_ (print student’s name) understand that the Student Code of Conduct is available on the APS Website ([www.atlantapublicschools.us/discipline](http://www.atlantapublicschools.us/discipline)) and, if needed, I can request a hard copy from my school. I am aware of my responsibilities under the Student Code of Conduct. Furthermore, I understand that inappropriate student behavior may result in the application of interventions and disciplinary responses as stated in the Student Code of Conduct.

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

\*\*\*\*\*

**Parent/Guardian Agreement**

Dear Parent or Guardian:

Atlanta Public Schools believes that you should be informed regarding our effort to create and maintain a productive learning environment for all students

I am the parent or guardian of the above named student. I understand that the Student Code of Conduct is available on the APS Website ([www.atlantapublicschools.us/discipline](http://www.atlantapublicschools.us/discipline)) and, if needed, I can request a hard copy from my child’s school. My signature below acknowledges my understanding of the Code of Conduct.

I understand that by signing this document, I agree to support and promote the goals of the Student Code of Conduct and make every effort to work with the school in resolving all disciplinary matters.

\_\_\_\_\_  
**Parent/Guardian Signature**

\_\_\_\_\_  
**Date**

We understand that hard copies of the Student Code of Conduct are available upon request by contacting our local school or visiting the District website.

If we have any questions about the enclosed information, we will ask a school administrator to discuss those questions. Failure to sign and return this form does not relieve the parent/guardian or the student from complying with and understanding the information enclosed in the Student Code of Conduct and Student Handbook.

\*\*\*\*\*

**CELLULAR TELEPHONE/PED PARENTAL CONSENT & ACKNOWLEDGEMENT**

I understand that Wesley International Academy assumes no responsibility or liability for the theft, loss, or damage to a cellular telephone or other PED, nor does it assume responsibility for the unauthorized use of any device. I have read and agree to all provisions specified in Policy JCDAF and the associated regulations.

<b>Parent/Legal Guardian's signature</b>	<b>Date</b>
--	-------------

<b>Student's signature</b>	<b>Date</b>
----------------------------	-------------

\*\*\*\*\*

**PUBLICITY RELEASE**

Throughout the school year Wesley will conduct activities that may be publicized through local or national news media. This permission is effective as long as I/my child attends his/her/my current school or until I give further notice to his/her/my Assistant Principal in writing.

\_\_\_\_ I grant permission for my child/I to participate in any publicity activities for events sponsored by the School. Such activities may include but are not limited to: interview sessions with third party (non-District) news reporters; photographs for third party (non-District) newspapers or various District publications including newsletters, calendars, and brochures; videotaping for local and national television newscasts, cable programming, and School District promotional videos. I acknowledge the District's or District designee's right to crop, edit, or treat the photograph, video, or audio clip of me/my child at its discretion. I understand that although the District makes efforts to only engage students in positive media activities, the District has no control over how third party media use information from me/my child.

<b>Parent/Legal Guardian's signature</b>	<b>Date</b>
--	-------------

\*\*\*\*\*

**Acknowledgements**

In preparing this handbook, WIA benefited from the following schools whose handbooks served as invaluable resources: APS Student Code of Conduct, Drew Charter School, and the KIPP Metro Atlanta Academies. Policies, sources, and institutions accessed when creating the academic integrity policy



include: IB brochure: Academic Honesty in the Middle Years Programme, Atlanta International School, Academic Honesty in the MYP, Atlanta Public Schools, MYP: From principles into practice, White Bear Lake Middle School, Academic Honesty

DRAFT

# Wesley International Academy

Commented [CW1]:

## Personnel Handbook 2022-2023

Commented [CW2]: Changed Date

Commented [CW3R3]:



Jason Marshall  
Executive Director

## Table of Contents

**Letter from the Executive Director 4**

**Strategic Vision 5**

**Message from the Board of Directors of Wesley International Academy 6**

**Communication with Employees and the Community 6**

Strategic Priority for Communication

**Employee Development 6**

Staff Development  
Leadership Development  
Performance Management  
Certification/Licensing  
Employee Recognition

**Compensation 10**

Payday/Direct Deposit  
Penalty for Failure to Provide Certification  
Penalty for Failure to Meet Contractual Obligation  
Holidays

**Benefits 11**

Insurance Plans  
Health Insurance  
Dental Insurance  
Vision Insurance  
Life Insurance  
Disability Insurance  
Critical Illness/Cancer Plus  
Flexible Spending Accounts (FSA)  
Other Benefits  
Teachers Retirement System of Georgia (TRS)  
Medicare  
Liability Insurance  
Workers' Compensation

**Policies and Procedures 12**

General Safety  
Confidentiality  
Equal Opportunity Employment (Policy)  
Employee Background Checks (Policy)

- Immigration Compliance
- Contracts
- Working from Home/Telecommuting
- Reduction in Force
- Identification and Security Badges
- Conflicts of Interest
  - Endorsements
  - Non-School Employment
  - Tutoring
  - Dual Pay
  - Political Involvement
- Social Media Guidelines
- Personnel Attire

**Personnel Time Schedule 17**

- Attendance and Leave
- Staff Meetings
- Health and Safety
- Drug Free Workplace
  - Personnel Use of Illicit Drugs
  - Personnel Smoking
- Drug and Alcohol Testing Procedure
- Grievance/Complaint Procedures
  - Purpose
  - Scope of Complaint: Exclusions
  - Procedure: Initiating a Complaint and Requesting a Hearing
- Sexual Harassment Policy
  - Filing a Complaint of Sexual Harassment
- Personnel Records
- Use of Technology Resources
- Reporting of Student Acts
- Asbestos Hazard Emergency Response Act Notice
- Mandatory Child Abuse Reporting

**The Code of Ethics for Educators 29**

Welcome to Wesley! For more than a decade, Wesley students have been pursuing their education, growing as global citizens, and building lifelong friendships in our hallways and classrooms. I am excited as a new year begins and students once again lean into the opportunities to reinforce their academic foundations while also stretching to new heights. Wesley is an International Baccalaureate school, and this framework guides our vision to foster young global citizens who are academically competitive by international standards of excellence. In addition, we provide daily Mandarin instruction, giving our students the opportunity to learn and understand another language and culture. We are a unique school, and we are supported by a top-notch network of students, parents, staff, and community members committed to the education and nurture of our student body. Together we are working hard to make Wesley the best school it can be. Every day is a chance to experiment, to learn, to try again, and to achieve. In this Handbook, you will find more information about our school and policies. Dive in and learn more about the ins-and-outs of our school. If you have any questions, please don't hesitate to reach out to myself or our PYP and MYP Principals. I'm glad you're here!

Jason Marshall  
Executive Director

Commented [CW4]: Waiting on New Welcome Letter

## The Foundation of Wesley International Academy

### Wesley's Vision:

Wesley International Academy develops students who are global citizens and are academically competitive by international standards of excellence.

### Wesley's Mission:

Wesley International Academy develops in students the discipline of learning and a life-long desire for knowledge through a world class International Baccalaureate education.

### Core beliefs of the Wesley International Academy Board of Directors

- Our core business is teaching and learning.
- All children should reach their learning potential.
- The school's effect is important and has a profound impact on every child's life.
- A quality instructional program requires a rigorous curriculum, effective teaching, and ongoing assessment.
- All children should be taught in a safe and secure learning environment.

# Strategic Directions

 <p><b>Direction #1:</b> WIA will recruit, grow, and retain a highly satisfied, high performing staff.</p> <ul style="list-style-type: none"> <li>• Priority 1: Develop recruiting, vetting, and onboarding practices to secure hire the highest-capacity staff.</li> <li>• Priority 2: Provide individualized professional goals and support at all levels of the organization.</li> <li>• Priority 3: Use staff feedback to inform strategies that promote satisfaction and retention.</li> <li>• Priority 4: Develop a leadership development process for staff and succession plans for leadership roles.</li> </ul> <p><i>Success will look like:</i></p> <ul style="list-style-type: none"> <li>• High rates of staff retention and satisfaction</li> <li>• Demonstrable growth in capacity for all staff members</li> </ul>	 <p><b>Direction #2:</b> WIA will out-perform similar schools in the state.</p> <ul style="list-style-type: none"> <li>• Priority 1: Improve assessment performance in core content areas by whole school, grade level, content area, and subgroups.</li> <li>• Priority 2: Increase student opportunities, participation, and performance in Chinese, Music, Physical Education, Technology, and Art.</li> <li>• Priority 3: Use data to drive decision-making by leadership and individual staff members around planning, instruction, and professional development.</li> </ul> <p><i>Success will look like:</i></p> <ul style="list-style-type: none"> <li>• Beating the Odds designations</li> <li>• Assessment performance that is higher than the state</li> <li>• Increased participation in high quality arts and athletics opportunities</li> </ul>	 <p><b>Direction #3:</b> WIA will define and implement a clear, consistent IB culture for all students and staff.</p> <ul style="list-style-type: none"> <li>• Priority 1: Collect and use data on culture and behavior to drive professional development and decision-making.</li> <li>• Priority 2: Develop and implement a tiered, K-8 approach to IB culture and discipline that empowers all students to succeed.</li> <li>• Priority 3: Provide intensive support that empowers all teachers to implement model IB classroom cultures.</li> </ul> <p><i>Success will look like:</i></p> <ul style="list-style-type: none"> <li>• Reduced disruption and disciplinary infractions</li> <li>• Increased self-governance and success for all students</li> <li>• Increased staff capacity to facilitate IB classroom culture</li> </ul>	 <p><b>Direction #4:</b> WIA will increase its financial and partnership resources.</p> <ul style="list-style-type: none"> <li>• Priority 1: Create an annual development plan that projects ambitious annual fundraising growth.</li> <li>• Priority 2: Raise capital to address long-term facility needs.</li> <li>• Priority 3: Increase the resources (funding, partnerships, grants, and opportunities) for students to build IB leadership experiences and skills.</li> </ul> <p><i>Success will look like:</i></p> <ul style="list-style-type: none"> <li>• Increased revenue</li> <li>• More high-quality partnerships and opportunities for students, staff, and families</li> <li>• Facility resources that will accommodate the school program</li> </ul>
---	--	---	---

**We, the Board of Directors, believe that pursuing these attributes will move us closer to our vision of being a world-class IB school.**

### **Communication with Employees and the Community**

There may be times when Wesley draws attention from the news media. To ensure that the school communicates with the media in a consistent, timely and professional manner about matters related to the school, the school will respond to the news media only through designated spokespersons. Employees are not permitted to speak to the media on behalf of the school unless specifically authorized in advance to do so by the Executive Director. Any employee who is contacted by the press should defer comment and inform the Executive Director immediately.

The Teacher Advisory Council (TAC) at Wesley may make recommendations to the Executive Director and the Board. Any employee may give input on policy and budget by attending the School Board's committee meetings and/or the monthly meetings held the third Tuesday of every month.

Parents and citizens have direct channels to provide input to their School Board representatives through attendance at monthly Board meetings and at Board meetings held throughout the year. Wesley International shares information through the parent newsletter, through Class Dojo and via the school's website.

Commented [CW5]: Replaced e-newsletter to Class Dojo

### **Strategic Priority for Communication**

The school will promote open, honest, reliable, two-way communication that builds trust and confidence within the school community. We will share accurate, timely, and relevant information with stakeholders through appropriate communication vehicles. We will be committed to public engagement so that students, parents, staff, and community members will be well informed and able to provide meaningful input regarding district issues. The school will overcome communication challenges such as those associated with growth, language differences, and access to technology. Communication will promote and reinforce the school's reputation, conveying a clear and compelling story of our instructional and operational successes. Effective communication will be everyone's responsibility.

### **Employee Development**

Individuals employed by The Board of Directors of Wesley International Academy are selected by a systematic personnel screening process, designed to identify highly qualified candidates. This same commitment to quality is reflected as the school plans for the enhancement of the skills and competencies of the employees. Professional growth opportunities are coordinated by the principal and/or assistant principal of the school.

### **Staff Development**

Wesley International Academy provides professional growth opportunities, products, and services that are designed to advance the school's vision, mission, and goals; to enhance employee performance; and to develop employee capacity to lead in a world-class school. We are committed to the development and support of professional learning that is research-based, data-driven, student-focused, continuous, and sustainable over time.

### **Leadership Development**

The Leadership Development Department of APS, local area Charter schools, or Wesley International Academy Board of Directors will provide training and development for Wesley leadership staff.

### **Performance Management**

The purpose of an effective performance management system is to create clear expectations for the scope of work being done, provide ongoing feedback, provide development opportunities, and to address performance that does not meet expectations.

Wesley International Academy is committed to performance assessment that encourages continuous quality improvement for all employees. All teachers shall have their performance evaluated annually as required by Georgia Code §20-2-210. Certified educators are assessed under the TKES program which assesses based on a 4 point rubric as well as the growth and achievement of students. Please see the following rubric for more information or visit the GA Department of Education for more information (<http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-Keys-Effectiveness-System.aspx>)

Other staff members are assessed annually using the Wesley International Performance Evaluation tool.





Georgia Department of Education · TAPS Performance Standards and Rubrics

**Performance Standard 1: Professional Knowledge**  
 The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The teacher continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.

**Performance Standard 2: Instructional Planning**  
 The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The teacher continually seeks and uses multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	The teacher inconsistently uses state and local school district curricula and standards, or inconsistently uses effective strategies, resources, or data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using state and local school district curricula and standards, or without using effective strategies, resources, or data to meet the needs of all students.

**Performance Standard 3: Instructional Strategies**  
 The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The teacher continually facilitates students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills.	The teacher inconsistently uses research-based instructional strategies. The strategies used are sometimes not appropriate for the content area or for engaging students in active learning or for the acquisition of key skills.	The teacher does not use research-based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning or acquisition of key skills.

**Performance Standard 4: Differentiated Instruction**  
 The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The teacher continually facilitates each student's opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	The teacher inconsistently challenges students by providing appropriate content or by developing skills which address individual learning differences.	The teacher does not challenge students by providing appropriate content or by developing skills which address individual learning differences.

**Performance Standard 5: Assessment Strategies**  
 The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The teacher continually demonstrates expertise and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and guides students to monitor and reflect on their own academic progress. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher systematically and consistently chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	The teacher inconsistently chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are sometimes not appropriate for the content or student population.	The teacher chooses an inadequate variety of diagnostic, formative, and summative assessment strategies or the instruments are not appropriate for the content or student population.

Georgia Department of Education · TAPS Performance Standards and Rubrics

**Performance Standard 6: Assessment Uses**  
*The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.*

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The teacher continually demonstrates expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher systematically and consistently gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	The teacher inconsistently gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.	The teacher does not gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.

**Performance Standard 7: Positive Learning Environment**  
*The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.*

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The teacher continually engages students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher inconsistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.

**Performance Standard 8: Academically Challenging Environment**  
*The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.*

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The teacher continually creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	The teacher inconsistently provides a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners.	The teacher does not provide a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners.

**Performance Standard 9: Professionalism**  
*The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.*

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The teacher continually engages in a high level of professional growth and application of skills and contributes to the development of others and the well-being of the school and community. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	The teacher inconsistently supports the school's mission or seldom participates in professional growth opportunities.	The teacher shows a disregard toward professional ethics or the school's mission or rarely takes advantage of professional growth opportunities.

**Performance Standard 10: Communication**  
*The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.*

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The teacher continually uses communication techniques in a variety of situations to proactively inform, network, and collaborate with stakeholders to enhance student learning. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	The teacher inconsistently communicates with students, parents or guardians, district and school personnel, or other stakeholders or communicates in ways that only partially enhance student learning.	The teacher inadequately communicates with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.

*The contents of this form were developed under a grant from the U. S. Department of Education. However, those contents do not necessarily represent the policy of the U. S. Department of Education, and you should not assume endorsement by the Federal Government.*

**Certification**

It is the responsibility of all certified employees to maintain valid in-field Georgia certification. Any uncertified teacher must notify the Executive Director immediately and obtain a valid Georgia certification. Certification forms and information are available at the Georgia Professional Standards Commission (GPSC) website, <http://www.gapsc.com/>.

All paraprofessionals must hold a Paraprofessional Certificate issued by the Georgia PSC. Certification requirements may be found at the Georgia PSC website, <http://www.gapsc.com/>.

**Employee Recognition**

Wesley employees frequently receive recognition for awards and achievements of various national, state, and local accomplishments. Professional associations regularly recognize teachers for their excellence. Additionally, our school chooses a "Teacher of the Year" from a pool of nominated teachers during the fall/winter.

School system newsletters highlight employee honors. In addition, Wesley shares employee and school accomplishments with local news media

**Compensation**

To attract and retain the most qualified teachers and support personnel, Wesley International Academy maintains competitive salaries by conducting regular individual job and market analysis of Metro Atlanta school districts, as well as Metro Atlanta employers.

**Payday/Direct Deposit**

Most employees are paid semimonthly or monthly with earning statements issued online. Employees must sign up for direct deposit through the payroll office.

**Penalty for Failure to Provide Certification**

The employment contracts issued to certified staff are contingent upon the employee securing and continuing to hold a valid in-field certificate issued by the Georgia Professional Standards Commission, and shall be considered void if this condition is not satisfied. Salary adjustments will be made to conform to the certificate level approved by the Georgia Professional Standards Commission. If the employee is unable to be certified properly, the daily rate of pay may be adjusted to that of a substitute employee retroactive to the beginning of employment under the contract.

**Penalty for Failure to Meet Contractual Obligation**

If fewer than twenty days of service are rendered under contract, the daily rate may be equal to the substitute teacher rate.

**Paid Holidays (\*To be determined on a yearly basis)**

- New Year's Day
- Martin Luther King Jr. Day
- Spring Holidays
- Memorial Day
- Juneteenth Day
- Independence Day
- Labor Day
- Thanksgiving Holidays
- Winter Holidays (see calendar)

- \*Fall Break (see calendar)
- \*Winter Break (see calendar)

Commented [CW6]: Added new holiday

## Benefits

Benefits are a large part of the total compensation package for employees. In order to meet the ever-changing needs of our employees, we are continuously reviewing and updating these benefits and their features. The following is an overview of the benefits provided by Wesley International Board of Directors. Wesley reserves the right to eliminate or modify any of its benefits and eligibility requirements at any time.

Annual Open Enrollment (OE) is the period each year when employees may enroll or change options or coverage, subject to the conditions described in the plan. Coverage changes or enrollments become effective the following year.

It is the responsibility of the employee to notify the Benefits Administrator of any changes in the number of dependents and/or the names of beneficiaries.

### Insurance Plans

Insurance benefits become effective on the first day of the month following the completion of one full calendar month of employment. Temporary employees (regular substitutes and miscellaneous employees) or employees who work less than 20 hours per week are not eligible for benefits.

Commented [CW7]: Replace to 28 hours or 30 ??  
Sending to Barclay

### Health Insurance

Detailed benefit information is available in the current year benefit guide.

### Dental Insurance

Detailed benefit information is available in the current year benefit guide.

### Vision Insurance

Detailed benefit information is available in the current year benefit guide.

### Life Insurance

Detailed benefit information is available in the current year benefit guide.

### Disability Insurance

Voluntary Short-Term Disability coverage is available on a payroll deduction basis.

### Critical Illness/Cancer Plus

Detailed benefit information is available in the current year benefit guide.

### Flexible Spending Accounts (FSA)

Wesley employees may deduct up to \$2,850 in pre-tax dollars per plan year to pay for eligible non-reimbursed health care expenses and qualifying dependent care expenses. Special care must be taken in predicting out-of-pocket expenses for either the health care or dependent care plans as any unused portion of both FSA will be forfeited at the end of the plan year. The entire election for the health care FSA is available on the first day of the plan year as services are provided. Dependent Care expenses are reimbursed up to the accumulated payroll deductions, as services are provided. Detailed information on both FSA plans, and lists of eligible expenses, can be found at Benefits Administration Office.

Commented [CW8]: Change \$2850

Commented [CW9]: rolled over at the end of the year per election plan.

### Other Benefits

For information and contact numbers for these plans and services, access the Benefits Administration Office.

### Teachers Retirement System of Georgia (TRS)

Per Georgia law, permanent status employees employed at least half-time at Wesley are required to

participate in TRS, except in rare situations where the employee is a members of the Public School Employees Retirement System. O.C.G.A. § 47-3-1(28)(A). Lunchroom managers or supervisors, maintenance managers or supervisors, transportation managers or supervisors, and warehouse managers or supervisors may also elect to participate under O.C.G.A. § 47-3-1(28)(B). Temporary, less than half-time, and certain non-covered positions are not eligible for TRS membership. Benefits become available after 30 years of service, regardless of age, at 25 years of service with early retirement penalties, or at age 60, after ten years of service. Employees who have 9 1/2 years of service earn disability retirement benefits if permanently disabled, as well as survivor's benefits that are paid to a beneficiary. Additional information about TRS is available at <http://www.trsga.com>.

#### **Medicare/Social Security**

All employees hired after April 1, 1986, are required to pay Medicare contributions, which provide the medical benefits within the Social Security Administration. Wesley Academy takes out Medicare and Social Security for all employees.

#### **Liability Insurance**

The Board of Directors provides professional liability insurance for its employees, which may provide for legal expenses and damages that may arise from suits brought against employees for incidents that occur while they are carrying out assigned duties, in certain circumstances.

#### **Workers' Compensation**

Employees may be entitled to Workers' Compensation benefits if injured on the job. The injury must arise out of and in the course of employment. The injured employee must provide notice of the injury immediately, but no later than 30 days after the accident, to the employer, the employer's representative, or the employee's immediate supervisor. Failure to do so may result in the loss of benefits. The injured employee may select a medical care provider from the list posted by the Board of Directors. Only those providers listed are authorized to provide medical care for a work-related injury. The Panel of Physicians is posted in conspicuous places in all locations maintained by the Board of Directors and may be obtained through the Risk Management Manager.

Generally, employees are not eligible for Workers' Compensation benefits for injuries sustained: going to or coming from work; during deviations from the scope of employment (e.g., employee making a delivery drives to a place unconnected to the employment); as a consequence of imported danger (e.g., employee's own attire or a personal weapon causes injury to self); an employee engaging in a prohibited act; an employee engaging in horseplay; during recreational or social activities; and during times in which the employee is not subject to the employer's control (e.g., not on the premises, not during the regularly scheduled work day). Questions may be addressed to an immediate supervisor.

#### **Policies and Procedures**

Wesley International Academy recognizes the importance of meeting employee needs and utilizing employee abilities. For effective school operations, it is necessary that sound personnel policies are known and understood by all employees. These policies ensure consistency and fairness for all employees.

Policy modifications and clarifications are subject to change. These changes are communicated to employees through memos, administrative bulletins, meetings, electronic retrieval, and publications. Policies summarized in this book are meant to provide employees with only a general overview of Board policy related to personnel.

This handbook, the salary schedule, and references to the number of days to be worked should not be considered an employment contract. Since it is the responsibility of each employee to understand

Commented [CW10]: No change.

WIA Board policies and administrative procedures, if clarification of information contained in policies and procedures is needed, an immediate supervisor should be contacted for assistance.

A listing of each section of Board policies may be accessed on the **WIA website** at <http://www.wesleyacademy.org>

#### **Confidentiality**

Security and confidentiality of Confidential Information is of the utmost importance at Wesley International Academy. It is the responsibility of every employee to respect and maintain the security and confidentiality of Confidential Information. A violation of this policy may result in disciplinary action as noted in the Professional Standards/Code of Ethics.

For purposes of this policy, "Confidential Information" is defined as information disclosed to an individual employee or known to that employee as a consequence of the employee's employment at Wesley, and not generally known outside Wesley, or is protected by law. Examples of "Confidential Information" include but are not limited to – student grades; financial aid information; social security numbers; payroll and personnel records; health information; self-restricted personal data; and other IT-related information.

#### **Equal Opportunity Employment**

It is the policy of the Board not to discriminate based on sex, age, race, color, disability, religion, national origin, disability status, genetics, protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state, or local laws, in any educational program or other program, activity, or service or admissions to facilities operated by the Board or in the employment practices of the Board. It is the express policy of the Board to comply with all appropriate laws and regulations relating to discrimination now in effect or hereafter enacted including Title VI, Title VII, Title IX, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, the Americans with Disabilities Act, and all accompanying regulations.

#### **Employee Background Checks**

All personnel must be fingerprinted and successfully complete a criminal background check as a condition of their employment. Teachers, principals, and other certified personnel will also have a criminal background check made upon any certificate renewal application to the Professional Standards Commission. Non-certified personnel shall also have criminal background checks on a periodic basis, not to exceed every five years, using procedures and schedules to be determined by the Board of Directors or his/her designee.

#### **Immigration Compliance**

All offers of employment are contingent upon an employee's ability to verify their identity and legal authorization to work in the United States via the Form I-9, as required by the Immigration Reform and Control Act of 1986. This evidence must be provided within three days of the employee's hire date. Failure to provide the appropriate documentation will be grounds for termination as required by federal law.

#### **Contracts**

Contracts for certified employees and other Board-approved personnel are issued for no more than one school year. For new, certified employees, a temporary contract for up to 20 days is issued pending the results from the criminal background check. An employee who holds a contract for less than one full year will not necessarily be offered a full contract for the ensuing year.

**Employees who have a written contract are "at-will." Either the employee or WIA may terminate the employment at any time with or without cause on the conditions set forth in employee's contract.**

### **Working from Home/Telecommuting**

In the event that working from Home/Telecommuting is determined to be necessary by Executive Director and the Board, teachers are expected to maintain professional standards and safety protocols when telecommuting or working from home. Employees should create a safe dedicated workspace with minimal distractions. All professional expectations for attire, time and attendance, and instructional planning and delivery remain consistent with regular/traditional work expectations. Wesley's decision on when and how to return to in-person learning will be at its sole discretion and will be guided by the current impact to our community as well as input from state and local decisionmakers, the federal government, and/or the CDC.

### **Reduction in Force**

A reduction in force may occur for the following reasons: inadequate funds; loss of funding that includes the reduction or expiration of grant generated funds; insufficient student enrollment to merit continuation of a program or service; decline in average daily attendance; decline in need for services rendered by a position classification; return of contractual personnel from extended leave; discontinuation of a program by action of the Board; change in class sizes; closure of change in purpose of a school or program; reorganization; legislative mandates; judicial decrees; other exigencies. The determination of employees to be demoted or terminated is based upon approved procedures established by the Board administration.

### **Identification and Security Badges**

All full-time employees of WIA will have picture identification badges. The badge allows the employee to be admitted to all WIA activities and to receive certain specified merchant discounts. When an employee terminates, his/her direct supervisor should inform Human Resources to ensure any security access is canceled upon termination. Badges for terminated employees should be returned to the office of Human Resources.

### **Conflicts of Interest (Policy)**

Employees should be aware of situations and activities that may be construed as a conflict of interest.

A "conflict of interest" occurs when an individual's private interest interferes with, or appears to interfere with, the interests of the School.

In connection with any actual or potential conflict of interest, an employee must disclose the existence of the conflict in writing and all facts material to the conflict to the Executive Director.

A few examples of areas rife with the potential for conflicts of interest and guidelines for avoiding the same are discussed in more detail below.

### **Endorsements**

WIA employees carry the responsibility of being a representative of the school. Employees should be aware that decisions and actions that could be interpreted as written or oral endorsements of a product or service should be considered in light of whether the action may be interpreted as a conflict of interest.

No employee of the Wesley International Academy shall give a written or oral endorsement to any company or representative for promotional purposes for any periodical, book, or product that may be offered for sale to schools, parents, or pupils in his/her charge. Actions that could be construed as a conflict of interest or a violation of the Code of Ethics for Educators may jeopardize the staff member's employment relationship with WIA.

### **Non-School Employment**

WIA employees are reminded that their job assignments within the school are their primary obligation and if outside employment is taking time or energy from this position or affecting their performance, they will be asked to choose one or the other.

Each principal/supervisor has direct responsibility for evaluating the effects of outside employment on personnel assigned. Employees may not conduct outside work or use school property or equipment in connection with outside work while on school time.

### **Tutoring**

Teachers may **NOT** offer private instruction on a fee basis to any student who is presently enrolled in their classes. It is the expectation that teachers will be available for extra help for students at least one day per week as part of their regularly assigned duties.

It is preferred that a tutor be a person who is not on the staff of the school in which a student is enrolled. Tutoring must be done in such a way as not to interfere with the orderly routine of the teacher's regular day and school responsibilities. No fee-based private tutoring may be performed on school property.

### **Dual Pay**

Employees shall be prohibited from receiving dual pay for services rendered during the regular working hours. The employee must forfeit the regular pay or the pay from another agency, organization, or individual. Employees may receive payment for services rendered while on non-medical leave or for services performed other than during the regular working day.

### **Political Involvement**

The Board recognizes that employees have the same civic responsibilities and privileges as any other citizen including the privilege of campaigning for and holding public office and actively supporting candidates and causes in the political arena. The Board also recognizes that the school is entrusted by the citizens of the city, county, and the state of Georgia with a vitally important public mission and that an employee's political activities **must not interfere or conflict with an employee's job** or with the best interest of the school.

An employee who participates actively in a political activity cannot be promoted, demoted, transferred, or terminated solely because of his/her political participation as long as such actions follow the guidelines stated in this policy.

However, no school employee may actively campaign for **ANY** candidate on school grounds as it is prohibited.

### **Social Media Guidelines**

Use of social media by employees, whether for business or personal activities, is subject to these Social Media Guidelines. If during your online communications you identify yourself as an employee of Wesley, you should not represent yourself as an official spokesperson for Wesley. Accordingly, you should not state or imply that you represent Wesley's views in any way.

If your post would violate any of the School's policies in another forum, it will also violate them in an online forum. The School's No Harassment, Discrimination, and Retaliation Policy applies to your online communications with fellow employees. You should take special care to not disclose confidential or proprietary School, student or parent information in your online communications. You should review the terms of use of all social media sites that you visit and ensure your use complies with them, including all copyright and intellectual property laws.



You should have no expectation of privacy while using company equipment and facilities for any purpose, including the use of social media. The School reserves the right to determine if any employee's social media activity is in violation of the Social Media Guidelines or other School policies and will take the appropriate steps in response to such activity.

#### **Personnel Attire**

The expectation of the Board is that all staff members dress in a **professional** manner. Dress should be appropriate for the position.

The minimum standards of professional appearance for employees shall be as follows: During the work day and any time employees attend work-related activities, they shall exhibit a professional appearance. Examples of clothing fostering a professional appearance include: collared shirts; dress slacks; khakis; dress coordinates, suits, dresses, ties and sports coats. Exceptions include those positions that have specified separate dress expectations, such as physical education teachers who must wear athletic-wear daily.

#### **Unacceptable Clothing Items:**

- Flip flops
- Off-colored jeans (must be denim, gray or black)
- Spaghetti strapped clothing items
- Halter tops/tank tops
- Leggings (as a singular and/or primary outfit component)
- Jumpsuits
- Shorts
- Clothing that is too short or too tight

#### **Special Assignments**

Some job assignments, such as working with students who have disabilities and who lack the ability to care for themselves, require interactions with students that warrant dress different than that which is appropriate for a normal work assignment. Employees who have questions regarding acceptable dress resulting from their job assignment should consult the Executive Director.

#### **Enforcement**

The Principals are responsible for enforcing the standards of professional appearance based on his/her evaluation of the impact an individual's appearance has upon the school climate, educational process, or the school's image in the community. The Executive Director, or his designee, shall make the final determination as to the appropriateness of staff dress. NOTE: The Executive Director and Principals reserve the right to send a staff member home to change their attire when the professional dress code is violated.

For staff members who violate the general expectations for attire, the following represents the process of progressive management and corrective action that will generally be followed, though the school reserves the right to skip any step(s) as warranted in its sole discretion.

- Step 1: Verbal warning
- Step 2: Written warning
- Step 3: Administrative write-up
- Step 4: Suspension without pay (1 to 3 days)
- Step 5: Termination

Employees who have specific questions about a garment's acceptability should consult the Executive Director.

**Spirit Days**

Throughout the year, WIA has "Casual Fridays" and/or "Spirit Days." Clothing considered acceptable for these designated days includes the following: jeans; non- collared shirts with the school logo or school colors; high school or college spirit wear; athletic shoes; other items deemed appropriate by the local school administration. Clothing considered acceptable for "Spirit Day" include those items which are appropriate for "Casual Friday" if that dress supports the theme of the specific spirit day as deemed appropriate by the local school administration.

**Personnel Time Schedule (Policy)**

All full-time employees of the Board of Directors work a minimum 40 hours per week. The principal or program manager sets a schedule within this policy for the time of arrival and departure of all employees assigned to his/her operation. All employees are required to sign in and out daily using the ADP portal.

In order for an organization to achieve its desired goals, **good attendance and punctuality are necessary**. Therefore, regular and prompt attendance is expected and required of all employees. If it is necessary to be absent or late to work, employees are responsible for contacting their supervisor at least one day in advance, if possible.

In case of emergency or other circumstances when it is impossible to give advance notice, employees are responsible for contacting their supervisor or designee before time to report to work.

**Leave**

Wesley recognizes that our employees will encounter personal situations that may require employees to take time away from their job. Our leave options are designed to not only be flexible and consistent with employee needs but also to comply with state and federal laws.

**Sick Leave**

Sick leave for full-time employees is earned at the rate of **1.25 days per month**. Sick leave may be accumulated up to 150 days. An employee must be at work or on paid leave at least 13 days within a month to earn sick leave for that month. Employees working less than 40 hours per week earn a prorated share of sick leave. Temporary employees (substitutes and miscellaneous employees) or employees who work less than 20 hours per week are not eligible to accrue leave.

With the supervisor's approval, and under the conditions set forth in your employment contract, an employee may use sick leave for absences due to the following reasons:

- Illness (including childbirth) or injury;
- Adoption;
- Exposure to contagious diseases which might endanger others; or
- Illness, injury, or death in employee's immediate family (spouse, children, parents, siblings, grandparents, in-law equivalents of the aforementioned and any relative residing in the employee's home). This provision also covers in loco parentis relationships.

Employees absent for unapproved reasons or absent after sick leave has been exhausted, will have their pay reduced accordingly.

Commented [CW11]: Added

Commented [CW12R12]:

Employees of WIA may not transfer sick leave from another Georgia school system or school. Employees will not be paid out for unused sick leave at retirement but may establish and utilize sick leave credit with their TRS account subject to TRS rules (see <http://www.trsga.com/active-member/retirement-service-and-disability/unused-sick-leave-credit-at-retirement>)

#### **Personal Leave**

Staff also receive 3 personal days per year. Supervisory approval is required prior to the date of the planned absence. The employee is not required to disclose the specific purpose for the leave. Personal leave may not be taken on protected days, including state mandated testing dates. Teachers may not take personal leave on the day before or after a student holiday. Specific dates when personal leave is not permitted are published each year in the administrative bulletin. Personal leave may not be carried over from year to year; therefore, unused personal leave will be carried over as accumulated sick leave.

Commented [CW13]: Delete Personal Leave does not carry over

#### **Personal Disability Leave**

Except in emergency cases, a completed Leave Request Form, accompanied by a physician's statement, must be submitted to the Human Resource Department, least 30 days before the anticipated date of disability. Childbirth is classified as a disability.

If an employee wishes to discontinue work before the anticipated date of disability, the employee must notify, if possible, the Human Resources Department in writing, 30 days before the leave is to begin. The employee will not be eligible for sick leave or short-term disability benefits.

If an employee has been absent 10 consecutive working days and has not notified the Human Resources Department by completing a Leave Request Form, along with a written attending physician's statement or FMLA form certifying the disability and anticipated return to work date, his/her position is subject to being declared vacant and may result in employment termination.

#### **Military Duty Leave**

Employees will be paid for a maximum period of 18 working days, per Federal fiscal year, for ordered military duty as defined in Georgia Code §38-2-279, and while going to and returning from such duty.

#### **Religious Leave**

Leave for religious holidays may not exceed three days per fiscal year. The employee should make up the leave at a time mutually agreed upon by the employee and the supervisor.

#### **Professional Leave for Certified Personnel**

An employee may request leave to attend specific professional activities or to receive in-service training. Leave requests must be approved by the supervisor and submitted to the Principal or his designee for approval at least two weeks prior to the requested absence. Approval of the request is at the School's discretion and does not commit the School to payment of any expenses.

When returning from disability leave, the employee must submit to the supervisor a release to work statement from the physician stating that the employee is able to perform the essential functions of the job.

#### **Jury Duty, Subpoena, and Other Court Order**

All school employees shall be allowed a leave of absence without loss of pay when they attend a judicial proceeding in response to a subpoena, summons for jury duty, and other court orders that require their attendance. **Employees with jury duty shall not have the jury leave deducted from**

**sick or personal leave, and no employee using jury duty leave shall be required to pay the cost of employing a substitute.** Employees may also retain juror compensation.

#### **Family and Medical Leave Act**

Wesley International is in full compliance with the Family and Medical Leave Act (FMLA) of 1993. The FMLA may grant qualified employees **60 working days of unpaid leave every twelve months**, which may be used for the following purposes:

- Birth of a child and to care for the newborn child within one year of birth;
- Adoption of a child or the placement of a foster child within one year of placement;
- Care for a sick spouse, child, or parent who has a serious health condition;
- Employee's own serious health condition that makes the employee unable to perform the essential functions of his or her job; or
- any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on "covered activity duty."

Further, as defined by the FMLA's regulations pertaining to military caregiver leave, employees may be granted 180 working days of unpaid leave every twelve months to care for a spouse, son, daughter, or next of kin who is a covered service member with a serious injury or illness related to active duty service,

To be eligible for FMLA, an employee must have been employed by the school for at least 12 months and must have worked at least 1,250 hours during the prior twelve-month period.

The School requires that any leave request based on a family member's health condition, the employee's own health condition, or military caregiver status, be supported by the appropriate FMLA form. Additionally, an approved health care provider's release to return to work will be required for all employees who were on leave due to their own health condition.

The employee must provide at least 30 days' notice to the Human Resources Department of the employee's intention to take leave when possible. The employee should make a reasonable effort to schedule the treatment in a manner that will not overly disrupt the operations of the district. With limited exceptions, any eligible employee who takes leave under FMLA is entitled to be restored to his/her job or an equivalent position.

Detailed information concerning FMLA is available through Board Policies and Procedures, and the Human Resources Department.

#### **Staff Meetings (Policy)**

Regular staff meetings are a necessary part of the school operations. Each school shall have a schedule for staff meetings on a regular basis. The principal shall call special staff meetings for professional learning, accreditation, and/or workshops as deemed necessary. All staff members are required as part of their teaching/employment responsibilities to attend any or all such meetings as designated by the principal.

### **Health and Safety**

The Board recognizes the responsibility for ensuring the safety of all employees. Therefore, it is the **policy of the Board** to take all practical steps to develop and implement a safety program for all employees, which will provide and maintain safe and healthful working conditions, adequate protection equipment and develop operating procedures and practices that comply with federal, state, and local legislation pertaining to accident prevention.

Wesley International Academy is committed to providing a safe and healthy environment for its students, employees, and visitors. A safe environment is essential for the school to meet its mission and maintain compliance for all building inspections and codes. Supervisors are responsible for day-today decisions that affect employee safety and should be trained regarding the appropriate safety and compliance regulations for Wesley International Academy. All staff members have a responsibility to practice safe work/school protocols as well as report any identified safety hazards or environmental concerns. An injury and accident-free workplace is our goal.

#### **To help ensure safe working conditions, an employee is responsible for:**

1. Knowing the potential hazards of the job.
2. Learning and following the safety practices required by management of the school.
3. Using health and safety devices required by the job
4. Correcting and/or reporting safety hazards immediately.
5. Immediately reporting any accident or injury to supervisor.
6. Obeying "No Smoking" regulations. All students are prohibited from tobacco use on campus or at school activities, functions, or events. While fulfilling their duties as school employees, staffmembers shall not use tobacco in the presence of students or on school property.
7. Operating machinery or equipment only if qualified to do so.
8. Maintaining good housekeeping practices including keeping all fire exits clear and firefighting equipment accessible.

### **Drug Free Workplace (Procedure Policy)**

The Board provides a drug-free workplace and professes that the use of illicit drugs and the unlawful possession and use of tobacco and alcohol are wrong and harmful. The unlawful possession, use, manufacture, distribution, or dispensation of illicit drugs, tobacco, and alcohol by employees on school premises, in school vehicles, or at any school-sponsored activities is prohibited. Compliance with these standards is mandatory. Disciplinary sanctions up to and including termination of employment and referral for prosecution will be imposed on employees who violate these prohibitions.

Employees are prohibited from using or displaying drug, alcohol, and tobacco products in front of students while the employee is on duty, during the normal school day, or while on duty at any school-sponsored function.

### **Arrest/Conviction Reporting**

Any Wesley employee who is arrested and charged or convicted of a crime other than a minor traffic violation while employed by the school must within seventy-two (72) hours report such arrest and charge or conviction to the Executive Director. Noncompliance with this requirement, or misrepresentation of the circumstances of an arrest or conviction, may constitute grounds for termination.

### **Drug and Alcohol Policy**

Wesley does not tolerate alcohol abuse or the use of other intoxicants and mind-altering substances, including illegal drugs and/or abuse of prescribed medications.

Applicants for employment may be asked to submit to pre-employment drug testing. In addition, employees may be required to submit to drug screens, breathalyzer tests, and medical examinations under the following circumstances:

- when an employee suffers an on-the-job injury or is involved in an accident while at work;
- when an employee is suspected of working or reporting to work with intoxicants or mind-altering substances in his or her system; or
- on a follow-up basis after testing described above, if required.

The presence of any intoxicants or mind-altering substances in the body is a violation of this policy, regardless of when consumption or ingestion occurred. Refusal of an employee to undergo testing or to cooperate fully with any of these tests is a violation of this policy.

Employees are also prohibited from possessing, using, selling or purchasing any alcoholic beverages or other mind-altering substances on school property or at school sponsored events and activities, whether on or off the premises.

This policy does not prohibit the proper use of medication under the direction of a physician. However, the misuse or abuse of such drugs is prohibited. Employees who are taking prescription or non-prescription drugs that could affect their ability to perform their jobs in a safe and efficient manner must notify their immediate supervisor of this fact when they report to work.

### **Smoking**

No employee, student, nor school visitor is permitted to use any tobacco product, including e-cigarettes, while in any building, facility, or vehicle owned or leased by WIA. This includes all school grounds and property, as well as athletic fields and parking lots. Tobacco use is prohibited at all school-sponsored events 24 hours a day, seven days a week.

### **Driver's License & Driving Record**

Employees whose work requires operating a motor vehicle must present and maintain a valid driver's license and a driving record acceptable to the school's insurer. These employees may be asked to submit a copy of their driving record and immediately notify the school of any changes in driving record. Employees whose job responsibilities include regular or occasional driving are expected to put safety first. Therefore, cell phones are not to be used while driving, whether making or receiving calls or text messages.

### **Inspection Policy**

The school is not responsible for the theft or loss of one's personal property. Therefore, employees should take care to ensure that all personal and school property is properly stored at all times.

In order to protect the safety and property of employees, students, and parents, the school reserves the right to inspect all areas on campus, on school buses, and at school-related events, including, when there is reasonable suspicion that a search will turn up evidence of misconduct, employees' personal property, lockers, tool boxes, desks, purses, briefcases, packages, school-issued computers and electronic devices, and cabinets. Inspection of electronic devices includes inspection of the contents, such as emails, texts, photos, images, documents, and any other information contained therein. Failure to cooperate with such inspections will constitute a violation of this policy.

### **Grievance Procedure**

An aggrieved employee who is unable to informally resolve a grievance may submit a written request for a meeting with the principal and the other persons with whom the staff member has a grievance.

The principal will schedule such meeting wherein each party will have the opportunity to be heard and to request relief and will issue a written recommendation as to how the matter should be resolved.

If the aggrieved employee remains unsatisfied with the principal's findings, s/he may submit a request to the Executive Director. The Executive Director will meet with all parties in the grievance and the principal to determine a resolution within 10 business days of the grievance.

The aggrieved may appeal to the board if the Executive Director has not satisfactorily resolved the grievance. A formal appeal must be filed, in writing, to the board chair at least 15 working days before the next regularly scheduled board meeting to be added to that agenda. Appeals filed within 15 working days will be heard at the regularly scheduled board meeting that is held at least 15 days from the appeal filing (or in an executive session in advance of the next meeting if the matter is time-sensitive or more appropriately addressed in executive session—this decision will be at the discretion of the board chair). The board's decision (which will be made with the recommendation of the executive committee if such a session was called) will be final in the matter.

#### **No Harassment, Discrimination, or Retaliation Policy**

WIA does not tolerate the harassment of applicants, employees, students, parents, vendors, or any other member of or visitor to the WIA community. Any form of harassment relating to an individual's race, color, religion, national origin, age, disability, pregnancy, genetic information, sexual orientation, marital status, citizenship status, service member status, or any other category protected by federal, state, or local law is a violation of this policy.

Violation of this policy will result in disciplinary action, up to and including immediate termination of employment.

At a minimum, the term "harassment" as used in this policy includes:

- Offensive remarks, comments, jokes, slurs, or verbal conduct pertaining to an individual's race, color, religion, genetic information, national origin, sex (including same sex), pregnancy, age, disability, citizenship status, service member status, sexual orientation, or any other category protected by federal, state, or local law;
- Offensive pictures, drawings, photographs, figurines, or other graphic images, conduct, or communications, including e-mail, faxes, and copies pertaining to an individual's race, color, religion, genetic information, national origin, sex (including same sex), pregnancy, age, disability, citizenship status, service member status, sexual orientation, or any other category protected by federal, state, or local law;
- Offensive sexual remarks, sexual advances, or requests for sexual favors regardless of the gender of the individuals involved; and
- Offensive physical conduct, including touching and gestures, regardless of the gender of the individuals involved.

WIA absolutely prohibits retaliation, which includes: threatening an individual or taking any adverse action against an individual for (1) reporting a possible violation of this policy, or (2) participating in an investigation conducted under this policy.

Our managers, supervisors, and administrators are covered by this policy and are prohibited from engaging in any form of harassing, discriminatory, or retaliatory conduct. No manager or supervisor has the authority to suggest to any applicant or employee that employment or advancement will be affected by the individual entering into (or refusing to enter into) a personal relationship with the supervisor or manager, or for tolerating (or refusing to tolerate) conduct or communication that might violate this policy. Such conduct is a direct violation of this policy.

Similarly, no employee has the authority to suggest to a student that the student's continued attendance, grade, or promotion will be affected by the individual entering into (or refusing to enter into) a personal relationship with the employee, or for tolerating (or refusing to tolerate) conduct or communications that might violate this policy. Such conduct is a direct violation of this policy.

Non-employees are also covered by this policy. WIA prohibits harassment, discrimination, or retaliation of our employees in connection with their work by non-employees. Immediately report any harassing or discriminating behavior by non-employees. Any employee who experiences or observes harassment, discrimination, or retaliation should report it using the guidelines listed below.

If you have any concern that our No Harassment, Discrimination, or Retaliation Policy may have been violated by anyone, you must immediately report the matter. Due to the very serious nature of harassment, discrimination and retaliation, you must report your concerns to the Executive Director. If your concern is about the Executive Director, you must report your concern to the Board Chair. You should report any actions that you believe may violate our policy no matter how slight the actions may seem.

The School will investigate the report and then take prompt, appropriate remedial action. The School will protect the confidentiality of employees reporting suspected violations of this or any other School policy to the extent possible consistent with our investigation. However, consistent with the need to conduct an adequate investigation, complete confidentiality cannot be guaranteed.

You will not be penalized or retaliated against for truthfully reporting improper conduct, harassment, discrimination, retaliation, or other actions that you believe may violate this policy.

An individual who retaliates against someone who has reported a concern in good faith is subject to disciplinary action up to and including termination of employment.

The School is serious about enforcing our policy against harassment. We cannot resolve a potential policy violation unless we know about it. You are responsible for reporting possible policy violations to us so that we can take appropriate actions to address your concerns. Managers and supervisors are required to report possible policy violations and failure to do so may result in disciplinary action, up to and including termination.

#### **Sexual Harassment Policy (Policy)**

The Board is committed to providing a workplace free from distractions caused by sexual harassment; all forms of discrimination based on race, color, religion, gender, age, national origin, or handicap; or inappropriate or offensive conduct. It is the Board's expectation that all personnel conduct themselves in a highly professional manner and respect coworkers, students, parents, and visitors. In this regard, the Board prohibits sexual harassment, all forms of discrimination, and other unprofessional conduct.

It shall be the responsibility of the Board of Directors or its designee to ensure that a procedure consistent with this policy and applicable law is implemented.

Sexual harassment includes repeated unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature which:

1. Is made a term or condition of an individual's employment;
2. Is used as the basis for employment decisions such as promotions or benefits; and/or
3. Substantially interferes with an individual's work performance or creates an intimidating, hostile, or offensive working environment.



**Examples of sexual harassment and unprofessional conduct include, but are not limited to:**

1. Making sexually oriented remarks such as jokes, inquiries, or innuendo;
2. Making inappropriate sex-based comments, gestures, or insults and sex-based stereotyping;
3. Making inappropriate comments or compliments about physical appearance or attire;
4. Making inappropriate sexual terms of endearment or demanding forms of address;
5. Offering employment or other benefits in exchange for sexual favors;
6. Making or threatening reprisals after a negative response to sexual advances;
7. Asking a coworker repeatedly to spend time with you after being turned down;
8. Displaying offensive sexual material in the workplace;
9. Touching, pinching, grabbing, patting, kissing, or hugging unnecessarily or inappropriately;
10. Having inappropriate discussion of personal sexual activities; and/or
11. Sending inappropriate sexually explicit photos, poems, stories, jokes by electronic media or courier or any other internal means of communication.

**Filing a Complaint of Sexual Harassment**

A person should report complaints of sexual harassment to his/her supervisor or any manager. If, for any reason, the person prefers not to share the complaint with the supervisor, or any manager, he/she may file a complaint or consult with the Executive Committee.

**Personnel Records**

It is the responsibility of employees to inform the Human Resources Manager of any change in home address and/or phone number so that the employee file may be updated accordingly.

Information contained in an employee's personnel file is kept strictly confidential except as may be required by law, requested by the employee, or requested by authorized school officials on a need-to-know basis. Otherwise, requests for information not specifically approved by the employee will be referred to the Human Resources Manager. There are specific document types that are protected from public disclosure, as stated in the Georgia Open Records Act. These documents include medical records, home address information, Social Security numbers, insurance information, and confidential evaluations.

WIA will release, with written approval from the employee, information about the employee's current salary, dates of employment, job title, and work location.

An employee may review his/her personnel records by making an appointment with the appropriate Human Resources Manager at the school, as required. Confidential reference documents are not available for review.

Any employee records maintained by supervisory personnel shall also be kept confidential, with access limited only to authorized school officials on a need-to-know basis. The immediate supervisor of an active employee may retain the individual performance and evaluations records.

**Use of Technology Resources (Policy)**

The Board recognizes that electronic media, including the web/internet, provides access to a wide variety of instructional resources in an effort to enhance educational opportunities. Use of electronic resources must be in support of, and consistent with the vision, mission, and goals established by the Board of Directors and for the purpose of IB instructional support or administrative functions.

### **Reporting of Students Committing Certain Acts**

Any employee who has reasonable cause to believe that a student at the school committed any of the following acts on school property or at a school function must immediately report the act and the name of the student to the Executive Director:

- Aggravated assault involving a firearm (in violation of O.C.G.A. § 16-5-21);
- Aggravated battery (in violation of O.C.G.A. § 16-5-24);
- Sexual offenses (in violation of O.C.G.A. § 16-6-1 et. seq.);
- Carrying a weapon or long gun in an unauthorized location (in violation of O.C.G.A. § 16-11- 127);
- Carrying weapons on school property, at a school function, or within a school safety zone (in violation of O.C.G.A. § 16-11-127.1);
- Illegal possession of a handgun by a person under 18 years of age (in violation of O.C.G.A. § 16-11-132); and
- Possession and other activities regarding marijuana and controlled substances (in violation of O.C.G.A. § 16-13-30).

The Executive Director receiving this report who has reasonable cause to believe that the report is valid must make an oral report immediately to the appropriate police authority and district attorney. Any person making a report under this law who is acting in good faith is immune from any civil or criminal liability. Any person required to make a report under this law that knowingly and willfully fails to do so is guilty of a misdemeanor.

### **Student Reporting of Alleged Sexually Inappropriate Behavior**

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.

Any teacher, counselor, or administrator receiving a report of sexual abuse or sexual misconduct of a student by a teacher, administrator, or other employee shall make an oral report of the incident immediately by telephone or otherwise to the Executive Director, and shall submit a written report of the incident to the Executive Director within 24 hours. If the Executive Director is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the Board Chair.

Any Executive Director receiving a report of sexual abuse as defined in O.C.G.A. § 19-7-5 shall make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority or district attorney.

Reports of acts of sexual misconduct against a student by a teacher, administrator, or other employee not covered by O.C.G.A. §§ 19-7-5 or 20-2-1184 shall be investigated immediately by School personnel. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the Executive Director shall make an immediate written report to the Board Chair, and the Professional Standards Commission Ethics Division.

### **Annual Asbestos Hazard Emergency Response Act Notice (“AHERA”)**

This information is being provided to comply with the requirements of the federal Asbestos Hazard Emergency Response Act (AHERA), which requires schools to perform certain tasks in regard to the presence and control of asbestos containing materials (ACM) in school buildings. These tasks include:

- Wesley has developed an asbestos management plan which is designed to outline procedures and guidelines for the inspection, re-inspection and periodic surveillance of the ACM that are present in the buildings.
- Wesley provides awareness training and additional training to selected school employees.
- Wesley provides periodic notification to all employees, students (via their parents/guardians), and building occupants of the availability of asbestos management plans, the location of same, and the times that the plans may be reviewed.

## **MANDATORY REPORTING OF CHILD ABUSE**

Pursuant to O.C.G.A. § 19-7-5, School employees or volunteers having reasonable cause to believe that suspected child abuse has occurred are required to make a report of such abuse. The statute defines "child abuse" to include physical abuse, neglect, exploitation, sexual abuse, and sexual exploitation, as explained in more detail in the statute.

The reporter shall provide an oral report to the School Administrator immediately, but in no event later than 24 hours from the time there is reasonable cause to believe that child abuse has occurred. The reporter should subsequently provide a written report to the School Administrator. The School Administrator will immediately contact the Division of Family and Children Services ("DFCS"). The School Administrator shall not modify the information provided by the reporter in any way.

If the School Administrator is not available, the reporter should notify and provide their report to the Executive Director. If neither is available, the reporter should make the report directly to DFCS.

Mandatory reporting records are confidential under law. As such, the reporter and additional administrative personnel involved in making the report should refrain from discussing this report with any other staff, students, parents, or members of the community.

All School employees and volunteers will be required to receive Mandated Reporter Training on an annual basis and are expected to be familiar with the reporting requirements.

## **Termination Policy**

Employee's employment with the School Board is at-will, subject to termination at any time with or without cause and that Employee is not subject to the provisions of the Fair Dismissal Act, O.C.G.A. § 20-2-940 et seq. Either party is free to terminate the Agreement at any time except as expressly limited by the provisions in this section. The parties further acknowledge and agree that Employee's status as an at-will employee may not be modified or superseded, except by a written agreement signed by Employee and a duly authorized representative of the School Board.

Employee's employment may be terminated at any time as follows:

- a. **By the Employee.** Employee may terminate this Agreement upon providing at least thirty (30) days' advance written notice. This notice must be sent to the attention of the Executive Director and the Chair of the School Board at the School's address. Upon receiving the thirty (30) days' notice, the School Board may choose to accept the resignation effective immediately in exchange for paying Employee during the notice period.
  - (i) Failure by Employee to provide the requisite thirty (30) days' advance written notice may result in the School Board's incursion of the costs of replacing Employee on an interim basis as well as other expenses associated with Employee's expedited replacement. Accordingly, the parties agree that this failure will cause the School Board to incur substantial economic damages and losses of types and in amounts which are impossible to compute and ascertain with certainty as a basis for recovery of the School Board's actual damages, and that liquidated damages represent a fair, reasonable, and appropriate estimate thereof. Accordingly, in lieu of actual damages for such failure, Employee agrees that liquidated damages may be assessed and recovered by the School Board;

- (ii) Thus, if Employee fails to provide at least thirty (30) days' advance written notice, s/he agrees (a) immediately to pay the School Board \$750 to compensate it for these costs or (b) that such amount will be withheld from his or her final paycheck or other payment owed to Employee for reimbursement of expenses. The School Board further agrees that it will not make any deduction that will reduce Employee's wages below minimum wage required by law. If Employee fails to make such payment and the final paycheck or reimbursement check does not reimburse the School Board for the full amount, the School Board reserves the right to initiate a court action against Employee for recovery of the remaining replacement costs, plus any attorneys' fees and other litigation costs;
  - (iii) The School Board may, in its sole discretion, waive the thirty (30) days' advance written notice provision and determine an earlier departure date. In a case where the School Board agrees to a departure date that is less than thirty (30) days from the date that Employee gave notice, the School Board agrees not to seek recovery of any replacement costs;
  - (iv) In the event that Employee terminates this contract without providing thirty (30) days' advance written notice or receiving consent, the School Board may notify the Professional Standards Commission pursuant to the PSC Code of Ethics for Educators.
- b. By the School Board: Termination of Employee may occur under any of the following conditions:
- (i) Without cause, (a) upon twenty (20) calendar days' notice, or (b) in lieu of notice, with payment to Employee for ten (10) working days following the date of termination;
  - (ii) By reason of unsatisfactory job performance, as determined in the School Board's sole discretion, in which case termination may be immediate;
  - (iii) Failure to secure
  - (iv) and maintain the necessary educational training and certification, as determined by the School Board, in which case termination may be immediate;
  - (v) By reason of misconduct, unprofessional conduct or conduct unbecoming an employee or tending to bring disrepute upon the School, as determined in the School Board's sole discretion, in which case termination may be immediate;
  - (vi) If the results of Employee's background investigation, (including, but not limited to, criminal history, education, work experience or references) are unsatisfactory, as determined in the School Board's sole discretion, or if Employee was not truthful in his or her employment application, in which case termination may be immediate; or
  - (vii) For any other reason that in the School Board's sole discretion necessitates immediate termination of Employee.

#### **Return of School Property**

Upon an employee's separation from employment with the School Board, no matter the reason, employees must return all keys, records, files, supplies, mobile phones, computers, and any other school property, including intellectual property. When permitted by law, the School Board may withhold from the employee's final paycheck the cost of any items that are not returned when required. The School Board may also take any appropriate action to recover its property.

**Effective October 15, 2019**

**505- 6 -.01 THE CODE OF ETHICS FOR EDUCATORS**

(1) Introduction.

The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Georgia Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.

(2) Definitions

(a) "Breach of contract" occurs when an educator fails to honor a signed contract for employment with a school/school system by resigning in a manner that does not meet the guidelines established by the Georgia Professional Standards Commission.

(b) "Certificate" refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.

(c) "Child endangerment" occurs when an educator disregards a substantial and/or unjustifiable risk of bodily harm to the student.

(d) "Educator" is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, "educator" also refers to paraprofessionals, aides, and substitute teachers.

(e) "Student" is any individual enrolled in the state's public or private schools from preschool through grade 12 or any individual under the age of 18. For the purposes of the Code of Ethics for Educators, the enrollment period for a graduating student ends on August 31 of the school year of graduation.

(f) "Complaint" is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A "complaint" will be deemed a request to investigate.

(g) "Revocation" is the invalidation of any certificate held by the educator.

(h) "Denial" is the refusal to grant initial certification to an applicant for a certificate.

(i) "Suspension" is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.

(j) "Reprimand" admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.

(k) "Warning" warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.

(l) "Monitoring" is the quarterly appraisal of the educator's conduct by the Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period. 505-6-.01 Page 2

(m) "No Probable Cause" is a determination by the Professional Standards Commission that, after a preliminary investigation, either no further action need be taken or no cause exists to recommend disciplinary action.

(3) Standards

**(a) Standard 1: Legal Compliance**

An educator shall abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude; of any other criminal offense involving the manufacture, distribution, trafficking, sale, or possession of a controlled substance or marijuana as provided for in Chapter 13 of Title 16; or of any other sexual offense

as provided for in Code Section 16-6-1 through 16-6-17, 16-6-20, 16-6-22.2, or 16-12-100; or any other laws applicable to the profession. As used herein, conviction includes a finding or verdict of guilty, or a plea of *nolo contendere*, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

**(b) Standard 2: Conduct with Students**

An educator shall always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:

1. committing any act of child abuse, including physical and verbal abuse;
2. committing any act of cruelty to children or any act of child endangerment;
3. committing any sexual act with a student or soliciting such from a student;
4. engaging in or permitting harassment of or misconduct toward a student that would violate a state or federal law;
5. soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student;
6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student; or
7. failing to prevent the use of alcohol or illegal or unauthorized drugs by students under the educator's supervision (including but not limited to at the educator's residence or any other private setting).

**(c) Standard 3: Alcohol or Drugs**

An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:

1. being on school or Local Unit of Administration (LUA)/school district premises or at a school or a LUA/school district-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
2. being on school or LUA/school district premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e. Foreign Language trips, etc).
  - (i) For the purposes of this standard, an educator shall be considered "under the influence" if the educator exhibits one or more of the following indicators, including but not limited to: slurred speech, 505-6-.01 Page 3 enlarged pupils, bloodshot eyes, general personality changes, lack of physical coordination, poor motor skills, memory problems, concentration problems, etc.

**(d) Standard 4: Honesty**

An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to, falsifying, misrepresenting, or omitting:

1. professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;
2. information submitted to federal, state, local school districts and other governmental agencies;
3. information regarding the evaluation of students and/or personnel;
4. reasons for absences or leaves;
5. information submitted in the course of an official inquiry/investigation; and
6. information submitted in the course of professional practice.

**(e) Standard 5: Public Funds and Property**

An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

1. misusing public or school-related funds;
2. failing to account for funds collected from students or parents;
3. submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);
4. co-mingling public or school-related funds with personal funds or checking accounts; and
5. using school or school district property without the approval of the local board of education/governing board or authorized designee.

**(f) Standard 6: Remunerative Conduct**

An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

1. soliciting students or parents of students, or school or LUA/school district personnel, to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board or authorized designee;
2. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
3. tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and
4. coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association. 505-6-.01 Page 4

**(g) Standard 7: Confidential Information**

An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:

1. sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;
2. sharing of confidential information restricted by state or federal law;
3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and
4. violation of other confidentiality agreements required by state or local policy.

**(h) Standard 8: Required Reports**

An educator shall file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:

1. failure to report all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission;
2. failure to make a required report of a violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner; and



3. failure to make a required report of any violation of state or federal law soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.

**(i) Standard 9: Professional Conduct**

An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the education profession. Unethical conduct includes but is not limited to a resignation that would equate to a breach of contract; any conduct that impairs and/or diminishes the certificate holder's ability to function professionally in his or her employment position; or behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.

**(j) Standard 10: Testing**

An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:

1. committing any act that breaches Test Security; and
2. compromising the integrity of the assessment.

**(4) Reporting**

(a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. 505-6-.01 Page 5 Complaints filed with the Georgia Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, or other LUA/school district employee, etc.).

(b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

**(5) Disciplinary Action**

(a) The Georgia Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder.

Any of the following grounds shall be considered cause for disciplinary action against the educator:

1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (GaPSC Rule 505-6-.01);
2. disciplinary action against a certificate on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (GaPSC Rule 505-6-.01);
3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6-28.1 and §19-11-9.3);
4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295);
5. suspension or revocation of any professional license or certificate
6. violation of any other laws and rules applicable to the profession (O.C.G.A. §16-13-111); and
7. any other good and sufficient cause that renders an educator unfit for employment as an educator.

(b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or, in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the educator designated by the superintendent/Local Board of Education shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification. Should the superintendent's certificate be revoked, suspended, or denied, the Board of Education shall be responsible for assuring that the superintendent whose certificate has been revoked, suspended, or denied is not employed or serving in any capacity in their district.

Authority O.C.G.A. § 20-2-200; 20-2-981 through 20-2-984.5

**APPENDIX 1 (EMPLOYEE ACKNOWLEDGMENT FORM)**

By signing below, I certify that I have received a copy of the Wesley International Academy Personnel Handbook ("Handbook") and have carefully read through its contents. I understand that all employees are expected to know and adhere to the policies and standards outlined therein and I have had an opportunity to ask any questions I may have about the contents of this Handbook. I understand that the policies set forth in this Handbook may be subject to change from time to time.

\_\_\_\_\_  
Printed Full Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# Coversheet

## Discuss Attendance requirement under WIA BY-LAWS

**Section:** II. Governance  
**Item:** C. Discuss Attendance requirement under WIA BY-LAWS  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Wesley Bylaws with KH Proposed Edits (KH767628x9D7F4).docx.html

## Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

Wesley Bylaws with KH Proposed Edits (KH767628x9D7F4).docx.html