

ATLANTA

UNBOUND

ACADEMY

Student & Family Handbook

Revised April 24, 2022

Table of Contents

VISION & MISSION	4
CULTURALLY RELEVANT TEACHING	4
ACADEMIC APPROACH	4
CORE VALUES	5
<u>NOTICES</u>	
FERPA NOTIFICATION OF RIGHTS	8
PPRA NOTIFICATION OF RIGHTS	10
PARENTS' RIGHT TO KNOW NOTICE	11
AUA NONDISCRIMINATION	12
NUMBERS YOU NEED TO KNOW	13
NOTICE OF RIGHTS OF STUDENTS & PARENTS UNDER SECTION 504	13
ASBESTOS HAZARD EMERGENCY RESPONSE ACT	15
<u>POLICIES</u>	
COMPULSORY ATTENDANCE	15
ATTENDANCE POLICY	16
TRANSPORTATION POLICY	17
STUDENT ABANDONMENT PROCEDURE	18
INCLEMENT WEATHER PROCEDURE	19
HEALTH POLICY	20
SCHOOL OPERATIONS TEAM	22
STUDENT UNIFORM/DRESS CODE POLICY	23
HUMAN RIGHTS POLICY	23
EMERGENCY PROCEDURES	23
HARASSMENT POLICY	23
MANDATED REPORTING OF ABUSE/NEGLECT	24
SUSPENSION AND MANDATORY TRANSFER	24
GRADING POLICY	29
PROMOTION POLICY	31
SEARCH & SEIZURE POLICY	33
COMPUTER/INTERNET USE POLICY	33
CELL PHONE AND ELECTRONIC DEVICES	36
COMMUNICATION	37
OUTSTANDING FEES POLICY	37
BULLYING POLICY	38
SUICIDE POLICY	39
INFECTIOUS DISEASE POLICY	39
ACTS OF MISCONDUCT BY AN EMPLOYEE	42
ENROLLMENT POLICY	43
<u>STUDENT CODE OF CONDUCT</u>	
LOCATION OF VIOLATIONS	51
INVESTIGATION OF MISCONDUCT	51
STUDENT QUESTIONING BY OFFICIALS	52
PROGRESSIVE DISCIPLINE	52
LEVEL 1 DISCIPLINE	53
LEVEL 2 DISCIPLINE	53

LEVEL 3 DISCIPLINE	54
INTERVENTIONS AND SUPPORTS	54
STUDENT INFRACTIONS	55
ACADEMIC DISHONESTY	56
ACADEMIC DISHONESTY WITH A DEVICE	56
POTENTIALLY HARMFUL SUBSTANCES	57
ALCOHOL/ILLEGAL DRUGS/INHALANTS	57
SELLING/DISTRIBUTING/BUYING DRUGS	57
DRUG PARAPHERNALIA	57
COUNTERFEIT DRUGS OR LOOK ALIKE DRUGS	57
OVER THE COUNTER (OTC) MEDICATIONS	57
DISTRIBUTING/SELLING OTC MEDICATIONS	57
STIMULANTS	58
TOBACCO	58
PRESCRIPTION DRUGS	58
ATTENDANCE VIOLATIONS	59
TARDY/SKIPPING	59
LEAVING SCHOOL GROUNDS	59
BOMB THREATS	59
BULLETS, BBS, PAINTBALL PELLETS	60
BUS BEHAVIORS	60
PERSONAL COMM/ELECTRONIC DEVICES	61
AUDIO OR VIDEO RECORDING	62
ACADEMIC DISHONESTY WITH A DEVICE	62
STUDENT INCIVILITY	62
OFFENSIVE LANGUAGE	62
OFFENSIVE MATERIALS	62
OFFENSIVE LANGUAGE TOWARD ADULT	62
INSUBORDINATION	62
PUBLIC DISPLAYS OF AFFECTION	62
SCHOOL DRESS CODE	63
DISRUPTION OF SCHOOL	64
SCHOOL-WIDE DISRUPTION	64
TRESPASSING	65
UNAUTHORIZED AREA	65
UNAUTHORIZED ITEM	65
FALSE REPORT	66
FALSE CALL TO EMERGENCY SERVICES	66
FALSE FIRE ALARMS	66
GAMBLING	67
GANG- RELATED ACTIVITY	67
ENGAGING IN GANG ACTIVITY	67
DISPLAYING GANG AFFILIATION	68
RECRUITING/SOLICITING	68
HARASSMENT, INTIMIDATION, THREATS, AND BULLYING	68
HARASSMENT	68
THREATS	68
TERRORISTIC THREATS	69
BULLYING	69
SCHOOL HAZARD INFRACTIONS	71
INCENDIARY DEVICES	71

ARSON	71
OFF- CAMPUS INFRACTIONS	72
PARTIES TO THE INFRACTIONS	72
PHYSICAL INFRACTIONS	73
HORSEPLAY/CLASS DISRUPTION	73
BATTERY	73
FIGHTING	73
GROUP FIGHTING	74
ASSAULT	74
CONSENSUAL BODILY HARM	75
PHYSICAL HARM TO EMPLOYEE	75
BATTERY OF SCHOOL EMPLOYEE	76
ASSAULT OF SCHOOL EMPLOYEE	76
PROPERTY RELATED EXPENSES	77
VANDALISM	77
THEFT	77
ROBBERY	77
BURGLARY	77
SEXUAL INFRACTIONS	78
INAPPROPRIATE ACTIVITY	78
INDECENT EXPOSURE	78
SEXUAL MISCONDUCT	78
SEXUAL HARASSMENT	78
SEXUAL BATTERY	79
SEXUAL MOLESTATION	80
TECHNOLOGY INFRACTIONS	81
HACKING OR ALTERING SCHOOL TECHNOLOGY	81
PIRACY	81
ACCESS/DISTRIBUTING INAPPROPRIATE MATERIAL	81
WEAPONS	82
CATEGORY I WEAPON	82
CATEGORY II WEAPON	83
CATEGORY III WEAPON	84
DISABILITIES EDUCATION ACT (IDEA)	84
CHRONIC DISCIPLINARY STUDENTS	84
DISCIPLINED STUDENTS ON CAMPUS	85
REPORTING TO LAW ENFORCEMENT	85
DISCIPLINE INTERVENTION PROCESS (DIP)	85
TRUANCY	86
BOARD MEETING PARTICIPATION	87
PARENT DISCRETION	87
PARENT/GUARDIAN CONCERN COMPLAINT PROCEDURE	87

Our Vision

The AUA will serve as a beacon of academic promise and create a community of students who are the seeds of their ancestors' wildest dreams—authentic, engaged citizens and leaders of their community who achieve beyond expectations and fuel the advancement and glory of their people.

Our Mission

Through rigorous, culturally relevant teaching and a creative, nurturing environment, the AUA will empower students who achieve intellectually, interpret the world critically, and dream beyond measure

Culturally Relevant Teaching

Atlanta Unbound Academy (AUA) will be a K-8 school community that provides a rigorous, empowering, and culturally relevant education to the most underserved students in Atlanta.

AUA is a charter school uniquely positioned to mirror the experience of Historically Black Colleges & Universities (HBCU) by delivering a self-empowering education to our students that doesn't compromise academic rigor. Our teaching methodologies are centered around a shared racial identity and aim to uplift our students and give them the confidence to excel beyond any challenge they may face.

- AUA will utilize established, proven curricula coupled with frequent, valid, reliable assessments and individualized intervention to teach towards rigorous standards that drive comprehension, application, synthesis, and analysis.
- AUA will create a supportive atmosphere for students that prepares them for high school, college, and beyond, builds self-confidence and self-advocacy to transcend narratives meant to stifle their potential, and instills in them the power to dream without bondage.
- AUA will be an official affiliate and lab school of the Black Teacher Collaborative, which trains teachers to leverage their shared racial identity with students to develop transformative learning environments.

Academic Approach

Atlanta Unbound Academy is founded on the belief that all students have the potential to be and do anything they want, and that it is a privilege for school leadership and staff to support them as they make their dreams become reality. AUA will make good on this belief by creating an academic program that prepares students for continued success in high school, and ultimately, to be competitive college applicants & graduates and leaders of their community.

The AUA academic program is the result of more than a decade of experience and research led

by the school's founder and principal. Through the lens of culturally relevant instruction, AUA

will utilize the best practices of high-performing charter schools and models to focus on rigorous academics, critical thinking skills, and mastering the habits of mind that position and empower our students for competitive academic performance.

Key elements of the AUA academic program include:

- RESEARCH-BASED, PRACTICE-PROVEN CURRICULA
- EXTENDED INSTRUCTIONAL TIME
- SCHOOL-WIDE FOCUS ON LITERACY
- FREQUENT, RELIABLE, VALID ASSESSMENTS
- INDIVIDUALIZED INTERVENTION
- CRITICAL THINKING SKILLS DEVELOPMENT
- CULTURALLY RELEVANT INSTRUCTIONAL PRACTICE
- COMMUNITY ROOTED IN EMPOWERMENT

Core Values

Compassion, Courage, and Critical Thinking are taught directly to students, reflected in the school code of conduct, and modeled in all interactions among members of the school community. Building strong character is fundamental to creating a positive learning environment and hallmark of Atlanta Unbound Academy.

PAGE LEFT BLANK INTENTIONALLY

Assessment Calendar

Assessments at AUA are meant to be formative. They are meant to guide instruction and to ensure that our teachers are able to provide the best targeted instruction to students.

6th Grade only:

The Achievement Network (ANET): Interim Assessments

ANET assessments help teachers understand what students know and are able to do with respect to the standards. Interim assessments provide information about which students are succeeding or struggling, with what, and *why*.

AUA will hold interim assessments quarterly on the following dates:

- **ANET 1:** October 6th (ELA); October 7th (Math)
- **ANET 2:** December 16th (ELA); December 17th (Math)
- **ANET 3:** March 17th (ELA); March 18th (Math)
- **ANET 4:** May 12th (ELA); May 13th (Math)

Kindergarten:

Reading Assessments- Kindergarten students will have reading and math assessments based on their class calendar. The teacher will provide a class by class assessment schedule at the beginning of the school year.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT NOTICE

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

FERPA affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

(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 Executive Director a written request that identifies the records they wish to inspect. The Executive Director 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 AUA (District) to amend a record that they believe is inaccurate or misleading. They should write to the school Executive Director, and clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.

If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures can be found in code of conduct.

(3) The right to provide written consent before the School discloses 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 or Board of Directors approved volunteer; a person or company that is under the direct control of the School with respect to the use and maintenance of education records and with whom the School has contracted or who volunteers to perform a service or function for which the School would otherwise use employees (such as an attorney, auditor, medical consultant, therapist, insurance adjuster); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

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

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

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

Directory information is information that is generally not considered harmful or an invasion of privacy if released. The School has designated the following information as "Directory Information": student or parent/guardian name(s); student or parent/guardian address(es); student or parent/guardian telephone listing(s); email address for student and/or parent/guardian; photograph or image of the student; student's 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 in AtlantaUnbound Academy; 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/district websites and district/school

social media such as Twitter, LinkedIn, 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/district activities. The School or 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.

You have the right to limit or refuse the disclosure of “Directory Information”. If you do not want the School to disclose any or all of the above information as Directory Information, you must notify the Executive Director in writing within 10 days of receipt of this notice/handbook to opt out of having your child’s information included as Directory Information. The written notice must:

(1) include the name of the student; (2) include a statement that the parent/guardian or eligible student is opting out of the disclosure of Directory Information under FERPA; and (3) be signed and dated by the parent, guardian, or eligible student (a student age 18 or older).

Please note that your written notice will be effective for the current year only and must be renewed on an annual basis should you wish to continue to opt out of the release of Directory Information.

Each school is to keep any opt out provided in the student’s permanent record folder and a copy should be forwarded by school mail to Atlanta Unbound Academy: Attn: Director of Operations and Executive Director.

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.

AUA 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. AUA will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. AUA will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. AUA will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and will be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any

pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

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

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

PARENTS' RIGHT TO KNOW

In compliance with the requirements of the Every Student Succeeds Act statute, AUA 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.

AUA Nondiscrimination

Atlanta Unbound 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).

Atlanta Unbound Academy 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 the Atlanta Unbound Academy' 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. AUA is committed to upholding these laws and takes discriminatory behaviors seriously.

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

A student may make a direct report to Employee Relations at (404) 802-2345; fax number (404) 802-1305. The school administrator or the employee relations officer shall assist the student with formalizing and processing the complaint, which should include a statement of facts, identification of witnesses and any other information necessary to fully describe the matter. Formal complaints should be filed within 30 calendar days of the alleged incident.

All inquiries and discrimination complaints filed with Employee Relations (except in extenuating circumstances) are confidential to the fullest extent possible. Confidentiality also applies to the investigative process of all investigations conducted by the Office of Internal Compliance. All school personnel who have knowledge of the occurrence of discrimination should immediately make an appropriate report of the alleged misconduct to the appropriate Principal or Assistant Principal or to the Office of Internal Compliance.

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

Transgender Students

Atlanta Unbound Academy current policy prohibits discrimination based on gender identity and expression. (See Policy JAA Equal Educational Opportunities.) The district values the uniqueness of every student; therefore, whenever a student identifies himself or herself as being transgender, if the family desires to do so, the school will collaborate with the student and family to develop a plan for the student.

Numbers You Need To Know

SCHOOL SAFETY HOTLINE – 1-877-SAY-STOP -24 HOURS A DAY/7 DAYS A WEEK
Anonymous /Confidential report of drugs, weapons, bullying, threats, or other safety issues Co-sponsored by the Georgia Department of Education and Georgia Department of Public Safety

NATIONAL HUMAN TRAFFICKING HOTLINE - 1-888-373-7888 – 24 HOURS A DAY/7 DAYS

A WEEK Toll free/Confidential – Assistance, safety planning, emotional support, and connections to local resources to victims in crisis

GEORGIA CARES - 1-844-8GA-DMST Support and crisis planning for victims of domestic minor sex trafficking

GEORGIA CRISIS AND ACCESS HOTLINE – 1-800-715-4225 - 24 HOURS A DAY/7 DAYS

A WEEK Toll free/Confidential - Access to mental health and mobile crisis services in Georgia

Notice of Rights of Students & Parent 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, please contact your child's school Section 504 coordinator. If you need additional assistance, please contact Atlanta Unbound Academy Section 504 Dean of Student Support at the following address:

Atlanta Unbound Academy
Attn: Dean of Student Support
1743 Hardin Avenue
Atlanta, GA 30337

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

ASBESTOS HAZARD EMERGENCY RESPONSE ACT (AHERA) NOTICE

This is to give “Annual Notice” that Atlanta Unbound Academy has updated the AHERA asbestos management plan as required by the Environmental Protection Agency (EPA) of all public and private elementary and secondary schools in the United States, under Federal Law 40 CFR 763, Subpart E. Atlanta Unbound Academy has met all AHERA requirements including this Annual Notice. The management plan is available for your review in the main.

POLICIES

COMPULSORY ATTENDANCE

Pursuant to state law O.C.G.A § 20-2-690.1, each parent and student shall receive notice of the COMPULSORY SCHOOL ATTENDANCE LAW. Each parent, guardian or person having control or charge of any child between the ages of 6 and 16 are required to enroll and send said child to a public school, private school or any home study program that meets the requirements for public school, private school or any home study program.

Consequences & Penalties for Failure to Comply with the Compulsory School Attendance Law

Any parent, guardian or person who has control or charge of children and violates the Compulsory Attendance Law shall be guilty of a misdemeanor. Upon conviction, the parent, guardian or person having control or charge of a child or children 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 the penalties at the discretion of the Court.

Each day absence from school in excess of five (5) unexcused days of absence after notice has been given to the parent, guardian or person having control or charge of a child or children, shall constitute a separate infraction of Georgia’s Compulsory School Attendance Law.

After two reasonable attempts to notify the parent, guardian or person having control or charge of a child or children of five (5) unexcused absences without response, the school system shall send a notice to the parent, guardian or person having control or charge of child or children by certified mail, return receipt requested.

Violation of Georgia’s Compulsory School Attendance Law shall be referred to the Juvenile Court of competent jurisdiction.

ATTENDANCE POLICY

The following guidelines have been established to minimize absenteeism. The Georgia Board of Education allows for excused absences due to:

- Personal illness
- Death or serious illness in the family
- Recognized religious holidays
- Absences caused by order of government

- Inclement weather or dangerous conditions

- Voter registration or voting in a public election, not to exceed one (1) day per school year

Students are expected to be inside the school building, in full uniform from 7:30 a.m. – 4:00 p.m. on Monday – Thursday, and 7:30 a.m. – 2:00 p.m. on Friday. Students arriving to school after 8:05 a.m. are marked tardy. Early dismissals are when students are signed out of school before 4:00 p.m. on Monday – Thursday and 1:00 p.m. on Friday. In order to ensure a safe and orderly dismissal, no student is allowed to be signed-out after 3:00 p.m. Monday- Thursday and after 12:00 p.m. on Friday

Atlanta Unbound Academy does not provide transportation for students to/from school. It is the parent/guardian's responsibility to find a way for the child to get to/from school. Transportation problems are not considered excused absences.

In the event that a student is absent for the first part of the day, he or she is still encouraged to report to school. Students who report to school after 12:00 p.m. (Monday– Friday), however, will be considered absent for the entire school day. In addition, students who report to school but leave before 10:30 a.m. will be considered absent for the entire school day.

When a student is absent, a parent or guardian must communicate in person or in writing with the school. This communication should clearly state the reason(s) for the absence. For extended absences (three or more consecutive days), supporting documentation (i.e. doctor's note) is required. Furthermore, once a student has reached ten (10) cumulative absences for the year, official documentation must be provided in order for any subsequent absences to be excused).

Any absence that is not supported with written documentation and/or does not fall within the guidelines of excused absences as defined by the Georgia Board of Education will be considered unexcused.

In grades K-8, excessive absences will be considered in any retention decision. If a student is absent a total of more than ten (10) days, formal inquiries will be made and reported to the appropriate law enforcement agency. In addition, students absent more than fifteen (15) days will be considered for retention. Students are also expected to arrive on time to school each day. School begins each day at 7:30 a.m. Students who arrive after 8:05 a.m. are considered tardy and will be marked as such on their attendance records. Every three (3) tardies will count as an absence, which will be considered in all retention decisions.

TRANSPORTATION POLICY

Atlanta Unbound Academy does not provide transportation for students to/from school. It is the parent/guardian's responsibility to find a way for the child to get to/from school.

Parents must provide contact information and identification information for any person authorized to pick up their student. Parents/guardians who provide transportation for their

children are expected to pick up their children in a timely manner at the end of each school day. Teachers and staff members at Atlanta Unbound Academy commit to work long hours to ensure a helpful, successful school. We appreciate that students are picked up within ten (10) minutes after school, field trips, extracurricular activities, and other events.

For Grades K-8: Parents must inform the office if a child has permission to walk home (refer to the walker laws/policies). Parents and students will be informed about after school programs and after school bus routes options prior to the start of each school year. After school program options and after school bus routes and stops are subject to change each year. All students are expected to be at their specified area on time. Buses will not wait for students.

Late Pick Up

If students remain at school longer than thirty (30) minutes after the scheduled pick-up time without prior arrangements, families will be charged \$1 per minute to compensate the staff member who must stay after school and watch over the child. These charges will be based upon the time indicated on the school office clock and are not negotiable. Parents have thirty (30) days to pay any outstanding fees related to tardy pick-ups.

Parents are expected to pick up students remaining after school for detention, tutoring, or special activities. Moreover, parents are also expected to pick up students who miss their afterschool program bus ride.

For grades K-2: Parents of students will be required, during registration, to indicate who is authorized to pick up their student each day. In the case where there is not an authorized person to pick up the student, the student will remain at the school. Parents may incur late arrival fees in such instances.

STUDENT ABANDONMENT PROCEDURE

Atlanta Unbound Academy is committed to ensuring the safety of all students. In the event that a student is abandoned at school or at an AUA-sanctioned activity, and a parent or guardian cannot be reached at the close of the day or event, the following steps should be implemented. Procedure Parents are expected to pick up their child from school or school-sanctioned events at the stated end time. Per each school’s late pick-up procedure, parents may be given a grace period. Refer to the school’s Handbook. If a student is not picked up by the designated end time, the school will make every effort to contact the parent or guardian. In the event that a student has not been picked up after all attempts have been made to reach a parent, guardian and emergency contacts, the following measures will be taken:

Step	Action	Comments
1	Every effort will be made to contact the parent or guardian and all emergency contacts	Staff members should leave a message advising the guardian that the School Counselor or Social Worker and Executive

		Director will be notified in order to further manage the situation.
2	Director of Operations and school Associate Director will be notified. Director	

	or Operations will notify the Executive Director.	
3	Executive Director, Associate Director, or other reporting staff member will contact the police department and Department of Family and Children Services (DFCS).	Staff member is required to remain with the student until the police arrives or until student has been released to a guardian or local authority Staff member will provide details of the event, and parent contact information to the officer and/or case manager Staff member will record all contact information of the police officer and case manager which should include, name, badge/ID number and phone number Staff member will release student into the custody of the police officer or DFCS case manager if necessary Staff member will document the event using the Student Incident Report Form. A copy will be maintained with the school Executive Director and placed in the student's permanent record folder
4	The police department and DFCS will follow their internal protocols, which may include a visit to the child's home for further investigation.	
5	Should any one of the above steps occur, the Executive Director or Associate Director will follow up with the family, police department, and/or DFCS.	The Executive Director or Associate Director will follow the incident through to resolution and maintain all relative records.

INCLEMENT WEATHER PROCEDURE

Student safety is AUA's first priority in determining whether to close or delay schools. In the event of inclement weather, weather conditions are monitored closely and decisions are made to ensure that students can be safely transported to and from school.

Communication of Inclement Weather Decisions before School Begins (including Saturday activities)

In the event of inclement weather risk before the school day begins, AUA's executive director will decide as soon as possible, but no later than 5:00 a.m. of the day on which school may be delayed or closed. Please note that Atlanta Unbound Academy may not follow the local school district's decision to close or delay schools.

Notification of AUA's closures or delays will be made to several media outlets (including radio and television), social media, calling posts to parents, etc., by 5:30 a.m.

The decision to delay or cancel Saturday school activities will be made by the Executive Director in consultation with the Principal. Principals will notify parents no later than 6:00 a.m. on Saturday.

Three-Hour Delayed Opening

Student Report Time

AUA students will begin school at 10:30 a.m.

Doors open at 10:15 a.m., or per school procedures

School Schedule

Classes will begin three hours later and conclude at the normal dismissal time

Schools will establish a three-hour delayed opening schedule with the option to:

Create an adjusted schedule that offers all classes

Resume/pick-up the day as normal

Meals

No breakfast program will be offered

Adjustments to the lunch schedule/lunch time may be required depending on the school's schedule

Inclement Weather During the School Day – Unplanned Early Release

In the event of inclement weather during the school day which may impact the safe travel of students home, the Executive Director will make a decision to release school early with at least two hours' notice (e.g. a decision made at 11:00 a.m. would result in an early release of 1:00 p.m.).

School Schedule

School will follow their internal dismissal process

Transportation

Transportation for early release will be provided, however, buses will be cleared for departure by the Director of Transportation and transportation provider

The transportation company will be notified at the time of determination to mobilize buses/drivers and allow travel time for drivers to arrive at the bus depot and schools; adjustments will be made as needed

Parents may pick up students upon receiving notification

Meals

Schools will establish a schedule that will allow all students to eat lunch or snack

Communication

Schools will manage parent communication

Parents will be notified of early dismissal at the time of determination

Inclement Weather During the School Day – Delayed Dismissal

In the event that inclement weather persists at or beyond dismissal, the Executive Director will make the decision to delay dismissal to ensure the safety of students while being transported home from school.

Transportation

Walkers and MARTA riders will be released when it is deemed safe by the Principal

The Director of Transportation will mobilize buses and release them onto their routes when it is deemed safe for travel

Communication

Schools will manage parent communication

Parents will be notified of delayed dismissal at the time of determination

Parent Discretion

In the event of delay or closure, Atlanta Unbound Academy will make every effort to provide rigorous instruction and maintain as many regular school day activities as possible. We respect a parent's right to keep their child at home if they believe weather conditions are a risk to their child's safety. Parents must notify the school of a student's absence, and these absences or late arrivals may be excused.

HEALTH POLICY

State law requires that all children in elementary, middle, and high school must have an updated Georgia Certificate of Immunization.

Immunizations are required for measles, rubella, tetanus, diphtheria, polio, mumps, whooping cough and hepatitis B. The Georgia DHR Form 3231 and Certificate of Immunization must be used for students in grades K-12. A local health department computer-generated form is acceptable. Georgia law allows for two types of exemptions from the immunization requirements: medical and religious. Each child must have one of two items on file – either a valid Georgia Immunization Certificate (Form 3231) indicating a medical exemption or a signed, notarized statement, which is called an affidavit of religious exemption.

For entrance into the sixth grade, each student must have at least one additional dose of MMR vaccine.

For entrance into the seventh grade, each student entering or transferring into Atlanta Unbound Academy, must receive a tetanus, diphtheria, and pertussis (whooping cough) booster vaccination (Tdap) and an adolescent meningococcal vaccination (MCV4).

For entrance into the eighth through twelfth grade, any student new to Georgia must receive a tetanus, diphtheria, and pertussis (whooping cough) booster vaccination (Tdap) and an adolescent meningococcal vaccination (MCV4).

Nursing Policy

Atlanta Unbound Academy has contracted with a nursing agency to provide nursing to students during school hours. They will handle nursing according to the Emergency Preparedness Plan, Infectious Disease Plan, COVID Plan, Health Procedures Plan and Cardiac Arrest Plan. Additionally, AUA has three employees who will provide first aid to students. They have completed an approved CPR, First Aid, and AED course and have been certified. The AUA First Aid Team has familiarized themselves with all plans to be prepared for any medical emergency.

Vision, Hearing, Dental, and Nutrition Screening

The parent or guardian of a child being admitted for the first time to a public school shall furnish to the school a properly executed Department of Public Health Form 3300: Certificate of Vision, Hearing, Dental and Nutrition Screening. The screenings reported on the certificate shall have been conducted within one year prior to the time that the child is admitted for the first time to a public school. Any child admitted to a public school without a Certificate shall present a Certificate within three months following admission. When a child transfers to another school within Georgia, the Certificate and any related follow-up documentation must be forwarded to the new school.

Diabetes Medical Management Plans

As part of AUA's student health services program and in accordance with O.C.G.A. § 20-2-779, the Executive Director is responsible for designating at least two employees to serve as trained diabetes personnel when a student with diabetes is enrolled in the school, when appropriate.

The Executive Director shall develop rules and procedures for the implementation of any diabetes medical management plan submitted by any parent/guardian of a student with diabetes who seeks care while at school or school-sponsored activities.

A student who has been diagnosed with diabetes must have a [Diabetes Medical Management Plan](#) (DMMP), signed by a parent/guardian and physician, on file with the school to receive or administer the related medication or treatment while at school or school-sponsored activities. The DMMP must contain all items covered in the plan, including how, when, and under what circumstances the student should receive blood glucose monitoring and injections of insulin as well as steps to take in case of an emergency.

Upon written request by a parent/guardian and if authorized by a student's DMMP, a student with diabetes shall be permitted to perform blood glucose checks, administer insulin through the insulin delivery system the student uses, treat hypoglycemia and hyperglycemia, and otherwise attend to the monitoring and treatment of his or her diabetes in the classroom, in any area of the school or school grounds, and at any school related activity, and he or she shall be permitted to possess on his or her person at all times all necessary supplies and equipment to perform such monitoring and treatment functions.

Absence Due to Illness

If a child is sick in the morning, the school expects him/her to stay home for the day. Parents are expected to call in the morning to inform the school of the child's absence and to arrange a way to pick up or receive the child's makeup work. After more than three consecutive absences for illness, students will need to bring a doctor's re-admittance form to school on their first day back to school to receive an excused absence for missed days.

The student will be responsible for all missed assignments. Please see procedures for make-up work under academic policies.

Illness During School Hours

If a child becomes ill or injured during the school day and is not well enough to stay in class, the parent/guardian will be called to pick the child up. The school does not have the capacity to watch over and care for ill children. It is necessary to have updated emergency contact numbers on file in the school office in case no one can be contacted at home.

Atlanta Unbound Academy will only administer medicine to a student who has an official note from his or her doctor on file, describing the prescribed medicine, the required dosage, and the required frequency. Such notes must be brought to the school by the parent along with the medication required. Medicine will be kept at the main office and administered by the school's designated individual. Students are responsible for ensuring that they receive their medicine at the regularly scheduled time.

It is the parent's responsibility to ensure that the school has up-to-date contact and health information. If a child has needs we do not know about, we cannot provide for those needs, and if a child has an emergency, we must be able to reach the parent.

School Operations Team (administering medical needs)

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

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

Medication

If a student needs to be administered medicine during the school day, it must be in the original container and a completed permission form must accompany the medication. This form may be obtained from the main office. A parent/guardian must deliver prescription medications that

are classified as controlled substances to the nurse's office. All medication will be stored and dispensed through the office. Students are not allowed to bring medicine (prescription or over the counter) with them to school to administer to themselves or distribute to others.

Sick Call

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

Contagious Illness

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

Lice

If a student has been identified as having lice or eggs in their hair/scalp, a parent/guardian will be contacted and they must be picked up immediately. Your child may return after treatment and a re-check has been performed by the nurse.

STUDENT UNIFORM/DRESS CODE POLICY

The student dress code policy at Atlanta Unbound Academy is that ALL students are expected to wear the required uniform every day, unless otherwise indicated. (See detailed uniform policy under the code of conduct)

Book Bags/Fanny Packs/Personal Items:

Book bags, backpacks, folders, or any other personal items must not display patches, entertainment insignias, drawings, obscene words, gang signs, or any other item that would be deemed inappropriate, offensive, or reflect negatively on AUA. Failure to comply will constitute a uniform violation and be subject to disciplinary action and parental notification. All personal items should be labeled with the student's name. Students and their property are subject to search if deemed necessary by school administration. Middle School Students **will not** be allowed to carry backpacks/fanny packs/pouches in the building. To ensure student safety in the hallways, backpacks with wheels **will not** be permitted. Students **will not** be allowed to carry mini book bags as purses; only traditional small clutch-style purses with shoulder string/strap will be permitted.

Emergency Procedures

Atlanta Unbound Academy has developed a comprehensive safety plan that will be practiced throughout the school year. Fire and emergency procedures are posted near the door of every room in the school building. Students and staff will participate in training and drills of emergency procedures and are expected to adhere to the proper protocol during all drills. During emergencies where evacuation of the building is necessary, alarms will ring continually. When emergency alarms sound, students and staff should proceed quickly, quietly and calmly following the evacuation procedures. All building visitors are required to participate in drills as well.

HUMAN RIGHTS POLICY

Atlanta Unbound Academy brings together a diverse group of individuals. It is guided by the principle that respect and consideration for all individuals is foremost in all school activities. It is unlawful to discriminate against any individual based on race, color, religion, sex, nationality, sexual orientation, age, or handicap status. AUA is not only obligated to uphold the law concerning equal opportunity but regards the spirit of these laws to be the very core of its values. AUA wishes to stress that it is the responsibility of every member of the school community to observe and uphold the principles of equal opportunity as they affect staff, faculty, families, and students in all aspects of school life. It is the responsibility of every member of the AUA community to actively promote appropriate workplace behavior. Any form of coercion or harassment that insults the dignity of others or impedes their freedom to work and learn will not be tolerated. Any such form of coercion or harassment will result in appropriate discipline, up to and including, discharge.

HARASSMENT POLICY

Atlanta Unbound Academy is committed to equitable and swift resolution of harassment issues. Any student experiencing harassment should follow any or all of these measures:

1. Let the offender know you want the behavior to stop. Be clear and direct. Do not apologize.
2. Make a record of when, where and how you were mistreated; include witnesses (if any), direct quotations, and other evidence.
3. If you are not comfortable confronting the offender alone, ask a friend or adult to accompany you, or write a letter to the offender, keeping a copy.
4. Students should notify the Principal, or if they are uncomfortable doing so, they should speak with another adult.

As soon as possible, the adult notified will report to the Principal. The Principal will notify the authorities, if necessary.

MANDATED REPORTING OF ABUSE/NEGLECT

All school personnel and volunteers are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately when they

have “reasonable cause to believe that a child who is under years of age or younger and known to them in a professional or official capacity has been from harm.” After a report has been filed,

school personnel and volunteers are prohibited from discussing the details of the report with parents or any other party. The school will not receive feedback or follow-up from the reporting agency once a report has been filed.

No one, not even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor. Falsely reporting information is also a misdemeanor.

Suspension and Mandatory Transfer

Short-Term Suspension

The administrator, or his/her designee, may impose a short-term suspension at his/her discretion. Before imposing a short-term suspension, the administrator shall verbally inform the student of the suspension, the reason for it, and whether it will be served in school or out of school. The student shall be given an opportunity to deny or explain the charges. The administrator shall also notify the parent(s) or guardian(s) of the suspension within one (1) business day, by email or phone, at the provided address or phone number on record.

Additionally, a written notice shall be sent to the parent(s) or guardian(s) (by means reasonably calculated) the same day of the incident. Such notice shall provide a description of the incident, or incidents which resulted in the suspension, the specified time of the suspension, and the opportunity for the parent to schedule an informal conference with the administrator.

Long-Term Suspension

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

Alternate Instruction

Students who are suspended will be provided with alternate instruction. Arrangements will be made between the school and each individual family for the delivery of services, pick-up/delivery of work, and the making up of any missed assignments and classroom instructional support. All IDEA mandates will be followed for students with disabilities.

Mandatory Transfer

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

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

At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence. The parents, should they so choose, may also present materials to the Principal or Head of School for consideration. The Head of School will render a formal decision within 48 hours of the hearing.

Mandatory Transfer (Disciplinary) Hearing:

When a student is recommended for a mandatory transfer, s/he has a Hearing before the Board of Atlanta Unbound Academy or an appointed Hearing Officer. The Board will only consider a mandatory transfer if the school has attempted other alternatives first, and such actions have not altered the behavior or for very serious gross misconduct. It is the responsibility of all of us to first take the necessary measures to prevent mandatory transfers, before recommending one, because we keep the student's interests in our minds at all times.

Unbound Academy's Disciplinary Policy, is referred for a Disciplinary Hearing for determination

as to whether a long- term suspension or mandatory transfer is appropriate. A long- term suspension means denial to a student of the right to attend school and take part in any school function for any period of ten (10) school days or more. Mandatory transfer shall mean removal of the student from enrollment at Atlanta Unbound Academy for the remainder of the school year or longer. A long- term suspension or mandatory transfer will normally follow a short- term suspension. There are exceptions, however, that could prompt the school administrator to move forward with the immediate dismissal of a student. Examples of such violations include, but are not limited to, bringing a weapon to school, assault on a student or school personnel, or other chargeable infractions. A decision to impose a long- term suspension will be the result of a Disciplinary Hearing before a board hearing officer(s). The purpose of the Disciplinary Hearing is to receive and evaluate testimony and other evidence concerning the disciplinary violation. The school Principal or his/her designee will present the case for suspension or mandatory transfer to the Board Hearing Officer(s). In order for a long- term suspension or mandatory transfer to take place, the following steps must be taken:

1. The school administrator recommending the long- term suspension or transfer will furnish to the Hearing Officer(s) a written statement of charges against the student, accompanied by any supporting statements or other relevant evidence identified in the tribunal dossier discussed below’;
2. The school administrator shall notify the student and his/her parent or guardian of the recommendation for long term suspension or transfer; and
3. The school administrator shall notify the student and his/her parent or guardian by registered mail indicating a time and place for a Disciplinary Hearing, and containing a statement of charges against the student.

Within ten school days after the beginning of the suspension, the Hearing Officer(s) will meet at the appointed time and place to review the case. At this time, the school administrator will present the facts of the case against the student as well as the reason for the recommendation. The student, parent or guardian, or other appointed representative present for the hearing will be able to ask questions and present arguments against the recommendation. At the conclusion of the hearing, the Hearing Officer(s) will gather all documents and create a summary report to present to all Board members. The board will have up to 48 hours to determine if the accused student has violated the Atlanta Unbound Academy’s Disciplinary Policy and send/present a decision to the School Principal and/or designee. The Board’s decision will be based solely on the evidence presented at the hearing. If the Board determines that a student has committed a disciplinary violation, they may impose a range of sanctions that include reinstatement into school to permanent transfer, as long as the sanction complies with the school’s established policies.

The Disciplinary Hearing is a closed and confidential proceeding. Friends or relatives of the students or other members of the public who are not witnesses will not be allowed in the hearing room. Any representative(s) of the family other than the student and parent or guardian must be

approved by the Principal in advance. If a family wishes to bring a lawyer, they must notify the principal in advance so that the school can ensure its legal counsel is present.

Mandatory Transfer (Disciplinary) Hearing Guidelines

A mandatory transfer hearing may result for the following reason:

- A student accumulates 5 days worth of suspensions in a school year

Or

- A student commits repeated and/or serious acts of misconduct

Due Process Procedures:

In the case of a hearing:

The student's parents will receive written notice describing the incident, discipline code violation, and the hearing date, time, and location. Parents will also be informed of their right to be represented by an attorney. The recommendation for a suspension for ten or more days is made by school leader and behavior specialist. Hearing is within the first 10 days of suspension. The school leader informs the family they have the right to an attorney at their expense. AUA will contract with an appropriately trained hearing officer. After the hearing, the hearing officer provides a decision in writing to the family and board of directors. A copy goes in the student's file. Families may appeal long term suspension or expulsion to the governing board within 10 days of decisions. The appeals will then be heard by the board. The family will be notified of date, time, location and data regarding the infraction and informs them of their right to an attorney at their expense.

The family will be notified of the board's decision in writing.

The family will also be notified of their right to appeal the board's decision to the SBOE pursuant to O.C.G.A 20-2-1160. Expulsion- This is the permanent dismissal of the student from AUA. The school leader makes the recommendation on expulsion and the process is the same as above.

Note: An hearing does not automatically result in a student being transferred.

Limitations on Mandatory Transfers:

Atlanta Unbound Academy will not expel, counsel out, transfer, or refuse to re-enroll a student based on academic reasons. Atlanta Unbound Academy believes that it is the mission of AUA as well as the intent of the Georgia Charter Schools Association to provide a high quality education to all children who attend AUA. If you feel that your child is being expelled, counseled out, transferred, or being refused re-enrollment due to academic reasons please contact the AUA Administration or AUA's Board President.

Appeal/Grievance

Should a stakeholder have a grievance at AUA they will be encouraged to first have a conversation with the person the grievance is with and if a resolution can't be reached then the official process begins:

- 1- Email or write letter to School Leader
- 2- Within 5 days the School Leader will investigate the action and take appropriate action

- 3- If one or both parties does not agree with the action steps taken, they are welcome to email or write a letter to the AUA Board Chair.
- 4- Within 10 days the Board Chair investigates and provides a decision.
- 5- In the event that one or both parties disagrees and it directly impacts the functioning of Atlanta Unbound Academy then the decision will be brought to the board

Special Education Services

Existing Special Education Services

Any student with an IEP or 504 plan will receive all appropriate services through Special Education-certified staff and contracted vendors. AUA will serve students on the full continuum of services required by mild, moderate, and severe disabilities. Students will be served through the least restrictive environment (LRE) possible. To ensure the integration of special education into the general education programming, teachers will plan together during common planning sessions. When families enroll, the school will ask about IEP/504 plans in their enrollment packets, as well as check the State Longitudinal Data System to confirm any pre-existing plans.

New Special Education Evaluations

Any time a parent/guardian requests an evaluation, or the school suspects a disability, the student would be recommended for evaluation, regardless of whether or not the student is receiving MTSS interventions. Additionally, for students in Tier 3 of MTSS that do not show progress, we will recommend a Special Education evaluation. Under GaDOE SBOE 160-4-7.09-6, we will communicate the recommendation for evaluation to parent(s)/guardian(s) for them to consent to or decline testing through a meeting and parental consent to evaluation (PCE) form. If the parent(s)/guardian(s) declines evaluation, the student will remain in Tier 3 MTSS support. Special Education evaluations will be conducted by a licensed psychologist through a contracted vendor. The initial evaluation must include at least two measures of cognitive intelligence and intelligence-based testing. Students will be tested in all areas of suspected disability.

After an evaluation, the results will be shared with the IEP team (parent(s)/guardian(s), classroom teacher, Special Education teacher, and Head of School) at the eligibility meeting.

Parent(s)/guardian(s) participation is critical in the determination of eligibility for special education and in the development of an Individualized Education Plan (IEP - see below). Every reasonable effort will be made to schedule meetings such that parent(s)/guardian(s) have the opportunity to participate. Parents may also participate by phone if unable to attend the meeting. Parent(s)/guardian(s) are welcome to invite others to attend the meeting. Parent(s)/guardian(s) should notify the school at least three (3) school days in advance of the meeting the name(s) and role(s) (i.e., family, friend, advocate, attorney) of each individual that will be attending the meeting at their invitation.

Eligibility for Special Education

In order to be eligible for special education services, a student must meet all of the following criteria:

1. The student has a disability, as defined by the Individuals with Disabilities Education Act (“IDEA”)
2. Due to the disability, the student is not making effective progress in the general education program

3. The student requires specifically designed instruction or related services (examples include occupational therapy, speech therapy, or physical therapy)

Students with disabilities requiring specialized support may qualify for a support plan under either Section 504 of the Rehabilitation Act or an IEP under the IDEA. An IEP must include present levels, goals with input from classroom data and the child's teacher(s), special educator(s), external evaluation results, the family, Behavior Improvement Plan (BIP – as needed), and any related services. After IEP/504 creation, all modifications and accommodations will be implemented by school personnel and, as appropriate, contracted service providers.

Individualized Education Plans (IEPs)

The IEP is a legal document that identifies the services and accommodations that are necessary for students to make effective progress.

An IEP is reviewed every year by a team that includes the student's teachers, any specialists involved in the student's education, the parent, anyone the parent invites, and the student if the student is of an appropriate age to participate.

504 Accommodation Plans

Upon completion of an evaluation, a 504 Accommodation Plan may be developed for a qualified student with a disability which "substantially limits one or more major life activities," such as learning and who requires accommodations in order to access the general education curriculum. A 504 Plan is a legal document, which is primarily a classroom accommodation plan. It is not an IEP.

Related Services

Sometimes students with disabilities may need support in areas other than just instruction. For example, if a student has been evaluated and determined to have challenges with speech, then that student should also work with a speech therapist to help them develop important skills for communicating within school. This type of service is called a related service, and is provided by a specialist who is trained in a specific area (for example, a speech therapist rather than a classroom teacher). AUA works with external contracts to provide different related services, including physical therapy, occupational therapy, speech therapy, counseling, and paraprofessional support.

Counseling

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

Manifestation Hearing

In cases where a student with an IEP or 504 plan has a long-term suspension (more than 10 days at once or cumulatively throughout the year), our school will follow the manifestation meeting protocols outlined in the IDEA law. A team of family members, teacher, special educator, Head of School, and any other involved staff will convene for the manifestation hearing. The team will

analyze antecedents, perceived motives, reactions, and outcomes of the behavior resulting in the disciplinary infractions, to determine the answers to two questions: “Was the behavior caused by or directly and substantially related to the child’s disability? Was the behavior a direct result of the school’s failure to implement the child’s IEP?” If the behavior was a result of the student’s disability or the school’s failure to implement the student’s IEP, then the behavior was a manifestation. No further disciplinary actions may be taken, and the school will evaluate improvements to support plans and implementation. If the behavior was not a manifestation, the need for a functional behavioral assessment and a behavioral intervention plan should be considered to prevent the behavior from recurring

Disputes

AUA will make every effort to resolve any concerns from families through IEP team meetings to make the best decision for our students. Please note, parent(s)/guardian(s) always have the right to file complaints regarding special education in accordance with O.C.G.A § 20-2-1160 directly with the State Department of Education, the Office of Civil Rights, or filing an administrative complaint. Parent(s)/guardian(s) will receive a copy of their parental rights at the beginning of every special education meeting, which will detail the right parent(s)/guardian(s) to file complaints.

English Language Learner Services

AUA will identify students learning English and deliver programming to ensure student success in accordance with GaDOE SBOE Rule 160-4-6-.02. All students will be placed in general education classrooms and taught in English.

Enrollment

All information will be provided to families in a language that the parents understand. Upon enrollment at AUA, all families will complete the Home Language Survey. The Home Language Survey is used to determine whether a language other than English is used in the student’s home and is not used to determine a student’s language classification or immigration status. The information provided on the Home Language Survey is kept in the student’s cumulative record. The Home Language Survey consists of three questions 1) Which language does your child best understand and speak? 2) Which language does your child most frequently speak at home? 3) Which language do adults in your home most frequently use when speaking with your child? If the answers to all questions on the Home Language Survey are “English”, then no further action is taken. If there is evidence of significant non-English exposure, then the pupil must be assessed for ELL status.

English Language Learner Identification

For all families that indicate a language other than English is spoken in the home on the home language survey, students will be assessed using the ACCESS for ELLs 2.0 to determine English language proficiency levels in the domains of speaking, listening, reading and writing within two weeks of enrollment. AUA will utilize qualified staff or external evaluation vendor to conduct assessments.

English Language Learner Programming

The results of the assessment and the programming plan will be communicated with families in their preferred language, as indicated on the home language survey. If a student is identified as ELL, they will be provided with Sheltered English Immersion instruction – Sheltered Content Instruction and/or Direct ESL instruction depending on the ACCESS data. This instruction will be provided during our 70-minute literacy rotations model.

Progress Monitoring

AUA will utilize the WIDA suite to monitor progress and adjust appropriate instruction, accommodations, and modifications to ensure student progress. Students will be exited from the ELL program when indicated by ACCESS exam scores or general education assessments indicate language proficiency. Upon exiting the ELL program, students will be monitored with ACCESS for two years, and will be provided services again if regression is measured.

Students whose primary language is not English have equal rights of access to all academic and non-academic components of the AUA experience.

Homeless Student Services

In accordance with the Education for Homeless Children and Youths: Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) AUA adheres to the principle that all eligible children and youth, including the homeless, are entitled to a free, appropriate public education.

Students identified as homeless or “in transition” will be given full opportunity to meet state and local academic achievement standards and will be included in state and district wide assessments and accountability systems. Our school will ensure that children and youth in transition are free from discrimination, segregation, and harassment. Homeless students will be provided all district services for which they are eligible, including limited English proficiency, vocational and technical education programs, gifted and talented programs, and after school programs where applicable.

Definitions

In accordance with the Act and State Board Rule 160-5-1-.28, the term “homeless child and youth” is defined as individual who lack a fixed, adequate, and regular nighttime residence, including children and youth who are:

1. Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason.
2. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations.
3. Who are living in emergency shelters.
4. Who are abandoned in hospitals or are awaiting foster care placement.
5. Whose primary nighttime residence is a public or private place not designed for or ordinarily used as a regular sleeping accommodation.
6. Who are living in cars, parks, public spaces, abandoned buildings, or substandard housing, bus or train stations, or similar settings.
7. Migratory students who qualify as homeless because the children are living in any of the above described circumstances.
8. Unaccompanied and are not in the physical custody of a parent or guardian.

- A child shall be considered to be experiencing homelessness for as long as he or she is in a living situation as described above.
- “Unaccompanied youth” means a youth not in the physical custody of a parent or guardian, who is in transition as defined above.
- “Immediate” means without delay
- “School of origin” means the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Identification

In collaboration with school personnel and community organizations, the school’s homeless liaison via the Operations Tribe and School Social Worker, will identify children and youth experiencing homelessness within our school. The liaison will train school personnel on possible indicators of homelessness, sensitivity in identifying families and youth as experiencing homelessness, and procedures for forwarding information indicating homelessness to the liaison. The liaison will also instruct school registrars and secretaries to inquire about possible homelessness upon the enrollment and withdrawal of every student and to forward information indicating homelessness to the liaison. Community partners in identification may include: family and youth shelters, soup kitchens, motels, campgrounds, drop-in centers welfare departments and other local social services agencies, faith based organizations, truancy and attendance officers, local homeless coalitions, and legal services.

Admission of Homeless Students

Students are immediately admitted to AUA even if the student is unable to produce records normally required for enrollment such as previous academic records, medical records, proof of residency or other documentation. AUA will make all efforts to update and keep these records current. Unaccompanied youth must also be immediately enrolled in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or AUA’s homeless liaison.

Education of Homeless Students

All students, including those students who are homeless or in transition have a full and equal opportunity at AUA. Parents and guardians of homeless students are informed of the educationally related opportunities available to their children and are provided with the opportunities to participate in the education of their children. Homeless families and students will receive educational services for which all students are eligible. Referrals to health care and immunization services, dental services, health services, and other appropriate services will be made available to all families and students.

Disputes and Resolution of Complaints

Any complaints will be submitted in writing to the Governing Board who will resolve the issue. The parent and the student will be given every opportunity to participate meaningfully in the resolution of the dispute. The district liaison will keep records of all disputes in order to determine whether particular issues are delaying or denying the enrollment of homeless children and youth repeatedly.

Program Procedures

1. AUA is responsible for identifying a homeless liaison (**INSERT HERE**).

2. Homeless students will be identified based on the definition prescribed by McKinney-Vento Homeless Assistance Act and via a numeric code in the school's student information system. All staff in the school will be trained in the identification and recruitment of homeless students.
3. The homeless liaison will provide annual training for all school staff having contact with homeless students.
4. School leadership will receive annual training on the identification and needs of homeless students.
5. The school will display flyers, brochures, and posters that identify the Homeless Liaison contact information.
6. Services for homeless students will be evaluated based on student academic achievement.

Enrollment/Withdrawal

Enrollment of Homeless students occurs at the appropriate grade level. School Operations team is trained and attentive to the identification of homeless students during the enrollment process. Any identification of a homeless student/ family will be immediately identified to the Homeless Liaison for investigation. If AUA is contacted by another school for a homeless student's records, requested information will be provided and sent to the requesting school district within 10 days of receiving the request.

Program Training and Information Dissemination

The Homeless Liaison or designee annually conducts training and sensitivity/awareness activities each fall to heighten the awareness of the following personnel of the specific needs of unaccompanied and homeless youth: school leadership, teachers, and support personnel. Homeless liaison will lead and coordinate the schools' compliance with this policy and will receive training annually. Meeting documentation includes the PowerPoint presentation, agenda, and sign-in sheets. The Homeless Liaison or designee distributes posters and brochures in throughout the school and the Family Resources center in the lobby. Posters and brochures are also distributed to the community throughout the year at various locations including but not limited to the following: Department of Family and Children's Services, Community Centers, Local Churches, Health Department, Fire Department, Hospital, Soup Kitchen, Local Law Enforcement, Safe Haven, and Local Doctor Offices.

Transportation

AUA will put into place a transportation plan for any identified homeless students (e.g. existing busing route, MARTA cards, or other supports).

Academic Credit

A student's homeless status shall not be a barrier to receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school.

Disputes (Complaint Procedures)

Any individual, organization, or agency ("complainant") may file a complaint with AUA if that individual, organization, or agency believes and alleges that AUA is violating a federal statute or regulation that applies to a program under the Title I, Part A of the Every Student Succeeds Act (ESSA) of 2015. The complaint must allege a violation that occurred not more than one (1) year prior to the date the complaint is received, unless a longer period is reasonable because the

violation is considered systemic or ongoing. All complaints should be directed to the Executive Director.

Grading Policy

Each grade level has a set of performance indicators for each subject area. The performance indicators are the skills and concepts that a student must demonstrate proficiency in by the end of the school year in order to be promoted to the next grade level. Performance indicators are based on the skills and concepts taught in Atlanta Unbound Academ’s grade-appropriate, state-aligned curricula.

Teachers will use informal and formal assessments to determine if a student has met the expectations for his/her grade level. All formal assessments used at Atlanta Unbound Academy will measure student’s acquisition of skills and concepts.

Atlanta Unbound Academy students will demonstrate mastery when they score an 82% or better on any formal or informal assessment. However, a score of 73% on any assessment will be accepted as an indication of satisfactory performance.

Grading Scale

91%-100%	<i>Exceeding Grade Level Standard Expectations (Mastery level)</i>
82%-90.9%	<i>Meeting Grade Level Standard Expectations (Mastery level)</i>
73%-81.9%	<i>Approaching Grade Level Standard Expectations</i>
0-72.9%	<i>Below Grade Level Standard Expectations</i>

The Atlanta Unbound Academy grading scale reflects its belief in high standards and its commitment to ensuring achievement for all students. Atlanta Unbound Academy is committed to providing individualized instructional opportunities to ensure student success.

Atlanta Unbound Academy’s grades are based solely on assessments that measure student proficiency in the performance indicators. Grades will not reflect homework, behavior, or attendance/ truancy. We want to ensure that mastery is based upon demonstrated performance and what is considered mastery in one classroom is the same as in another.

How is the AUA grading scale different from traditional scales?

There are three distinct differences between the AUA’s grading scale and more traditional scales. First, the grades have been scaled up. For example, to achieve an A, a child must score a 91% or better. Secondly, the D letter grade has been removed entirely. This of course means that a passing grade for a child has been moved up from the traditional 60% to a much more realistic display of success, a 73% or better.

Atlanta Unbound Academy believes that this better reflects whether a student has truly grasped a concept as opposed to simply displaying a preliminary understanding of the concept. Finally, although a child will be able to pass with a C (73-81.9%), a student scoring in this range will be considered to be approaching grade level expectations and therefore not achieving mastery

levels. In such a case, an early intervention may be implemented and the student will receive extra assistance through the RTI/SST program.

Homework

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

Teachers may provide additional practice and reinforcement via online platforms, resources and Google Classroom.

Field Trips

Field experiences are a major part of the curriculum and are heavily encouraged. Parents will receive notices of field trips in advance and will be required to sign a field trip permission form. At times a small contribution may be requested to help defray transportation or facility cost. No student will be penalized in any manner or denied the opportunity to go on the field trip that is part of the regular academic program for failure to contribute. Under no circumstance will a student be allowed to leave the school grounds without a permission slip signed by a parent/ guardian. Students and parents are expected to adhere to all deadlines related to returning permission slips. Emails, texts messages, or verbal authorities from parents are not allowed.

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

Parent-Teacher Conferences

Report cards will **not** be sent home with the student. Parents are required to attend a parent-teacher conference before a report card can be issued. There will be four (4) Conferences each academic school year. These conferences will provide teachers and parents an opportunity to discuss the progress of each individual student.

Please see the Atlanta Unbound Academy calendar for the exact dates for conferences. Mark your calendars. Attendance to all Conferences is mandatory.

Parents will not be given report cards until the report card meeting is complete. Parents/Legal Guardian must attend. Aunts, uncles, neighbors, cousins and others not legally responsible for the child may not pick up the report card.

Promotion

Grades K-4

Students must meet grade level standards in the core content areas (including reading, written communication, and math) to be promoted to the next grade level. Promotion will be based upon standards established for each subject.

Students absent 15 days for more may be considered for retention.

Students will be promoted or retained on the recommendation of the classroom teacher/s as well as the consultation of the grade level team, learning specialist, and Principal. This recommendation will be based upon the following criteria:

- Formative assessment data
- Summative assessment data
- Attendance
- Class work
- Social/developmental characteristics
- Other pertinent data

If a student does not meet the above criteria for promotion to the next grade, he or she may only be promoted at the discretion of the Principal. Students who are “administratively placed” in the next grade because they did not meet the school’s promotion requirements may be denied the privileges associated with being promoted (e.g. participating in the promotion exercises, etc.).

Progress made toward achieving Individual Education Plan (IEP) goals will be considered in a promotion decision for students with IEPs.

Atlanta Unbound Academy aligns with the state of Georgia’s policies for gateway years for grade 3.

Grades 5-8

Atlanta Unbound Academy follows the criteria set forth by state and local districts for promotion criteria regarding the Milestones exam.

To be considered for promotion to the next grade, students must meet at least two of the following three criteria for ALL of the core skill classes (including ELA, Math, and either Science OR Social Studies):

- Have a final yearly grade of 73% or above (approaching standard expectations) in the academic subject

Additionally, students will be promoted or retained on the recommendation of the classroom teacher/s as well as the consultation of the grade level team and Principal. This recommendation will be based upon the following criteria:

- Formative assessment data
- Summative assessment data
- Attendance • Class work
- Social/developmental characteristics
- Other pertinent data

If a student does not meet the above criteria for promotion to the next grade, he or she may only be promoted at the discretion of the Principal. Students who are “administratively placed” in the next grade because they did not meet the school’s promotion requirements may be denied the privileges associated with being promoted (e.g. participating in the promotion exercises, etc.).

Progress made toward achieving Individual Education Plan (IEP) goals will be considered in a promotion decision for students with IEPs.

Notice of failure to promote

Although promotion decisions will be made in May of each year, parents will be apprised of their child’s progress or lack thereof on a regular basis. Any parent whose child is in danger of not being promoted will receive notice by the end of the third quarter.

Reporting of academic progress

The following will take place throughout the year to ensure that parents understand the promotion criteria for Atlanta Unbound Academy and are informed of their child’s academic progress.

- Frequent opportunities for parent/teacher communication will be made possible through planned meetings, phone conferences, email, letters, etc. concerning promotion. Instructors will be required to make frequent parent connections throughout the school year to keep parents informed.
- Parents will be informed regularly of their child’s academic progress through parent-teacher conferences (refer to the School calendar).

Response to Intervention/Student Support Team (RTI/SST)

The Response to Intervention/Student Support Team (RTI/SST) process is designed to provide support to the student and teacher through a collaborative approach. The RTI/SST is a regular education, problem-solving process in every school with the goal of helping students improve their behavior and academic performance. When a student experiences academic or behavioral problems, the teacher or parent may request the assistance of the school's Response to Intervention/Student Support Team. The RTI/SST process has six basic steps: gathering information, evaluating the information, developing an educational plan, implementing the educational plan, evaluating the progress, and monitoring the plan.

Search & Seizure

In accordance with state and federal law, should a school staff member have reasonable suspicion that a crime or violation of school rules has occurred, a member of the administrative team has the authority to conduct an appropriate search.

Reasonable suspicion is defined to mean that the person initiating the search has a well founded suspicion—based on objective facts that can be articulated—of either criminal activity or a violation of school rules. Reasonable suspicion is more than a mere hunch or supposition.

If reasonable suspicion exists, and if the school staff can justify the search at its inception, a reasonable search can be conducted to prove or disprove the stated suspicion.

Student lockers and desks may be searched by school administrators or staff who have a reasonable suspicion that the lockers or desks contain drugs, alcohol, material that violates school rules, stolen properties, weapons, items posing a danger to the health or safety of students and school employees, or evidence of a violation of school policy.

Students or student property may be searched based on reasonable suspicion of a violation of school rules, policy, or state law. The privacy and dignity of students shall be respected. Searches shall be carried out in the presence of adult witnesses, preferably both the individual conducting the search and the witness will be of the same gender as the student. Students may be asked to empty pockets, remove jackets, coats, shoes, and other articles of exterior clothing for examination if reasonable under the circumstances. No employee shall perform a strip search of any student at any point.

Law enforcement officials shall be contacted if the search produces a controlled substance, drug paraphernalia, weapons, stolen goods, or evidence of a crime, or in any case involving a violation of law. Parent(s)/guardian(s) will also be contacted.

Computer/Internet Use

Computers are used to support learning and enhance instruction. Students will use computers frequently in their regular classrooms. However, all of these computer privileges depend on a student using the technology in a responsible, efficient, ethical, and legal manner. A student may not:

- Use the Internet for any illegal purpose;
- Use any social networking site (Facebook, MySpace, Bebo, Twitter, etc.)
- Use profane, obscene, impolite or abusive language;
- Change computer files that do not belong to the user;
- Violate someone else's privacy;
- Share his/her password with anyone except adults at the school.

A student will not be allowed to access the Internet or email until the student and a parent/guardian have signed a Technology Release agreement. Unacceptable use of the Internet will result in immediate revocation of access privileges.

Safety and Acceptable Use of the Internet by Students, Staff, and Educators Policy

Background:

As the use of telecommunication networks by students and educators increase, there is a need to clarify acceptable use and safety of those networks and to include federal regulations from the Children's Online Privacy Protection Act (COPPA) and the Children's Internet Protection Act (CIPA).

Contents:

This policy includes regulations for the safety and use of the Internet. It addresses acceptable use, privileges, accountability and responsibility, network etiquette, security, safety, and vandalism.

Purpose:

This policy includes the new federal regulations regarding issues of child safety and acceptable use of the Internet and is in compliance with Universal Service Fund for Schools and Libraries (E-rate) guidelines.

This policy establishes criteria for the safety and acceptable use of the Internet by students, educators, school personnel at Atlanta Unbound Academy.

Scope

The Internet is an electronic highway connecting millions of computers all over the world and millions of individual subscribers. Access to the Internet will provide students and educators with electronic mail, information access and sharing.

With connections to computers and people all over the world also comes the availability of material that may not be considered to be appropriate or have educational value. On a global network, it is impossible to restrict access to all controversial materials. It is the responsibility of the student, parent, teacher and administrator to ensure that access to telecommunication networks, computers and the Internet provided by the school is not abused.

Acceptable Use

1.1 Access to the Internet for Atlanta Unbound Academy is provided for the sole purpose of academic achievement. The use of the Internet must be in support of education and consistent with the educational objectives of the Atlanta Unbound Academy.

1.2 Transmission of any material in violation of any U.S. or state law or regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening, abusive, or obscene material, or material protected by trade secrets. Illegal activities and privacy and safety violations of the Children's Online Privacy Protection Act (COPPA) and the Children's Internet Protection Act (CIPA) are strictly prohibited.

Privileges

1.1 The use of the Internet as part of an educational program is a privilege, not a right, and inappropriate or unauthorized use or safety violations could result in revocation or suspension of that privilege. Each student who will access the Internet will be provided acceptable use training and shall have an acceptable use form, signed by a parent or legal guardian, on file. The system administrators and/or local teachers may deny user access at any time. Additionally, Atlanta Unbound Academy may pursue legal action to recover damages as a result of inappropriate use or safety violations of the network.

1.2 Atlanta Unbound Academy's administrative information systems are to be used exclusively for the business of the organization. Atlanta Unbound Academy reserves the right to enter an employee's information system files whenever there is a business need to do so.

Accountability and Responsibility

The use of telecommunications and/or access to the Internet is an extension of the educator's responsibility in his/her classroom. Therefore, it is the educator's responsibility to ensure classroom activities that utilize Internet-related technologies focus on appropriate and specific learning goals and objectives. All student use of Internet-related applications must be authorized by the educator. Specific examples of unauthorized use include, but are not limited to:

- Creating, storing, sending, or viewing pornographic material.
- Downloading, uploading and/or executing viruses.
- Corrupting, destroying, deleting, or manipulating system data with malicious intent.
- Hacking" or any other unlawful online activities.
- Disclosing, using, or disseminating personal information regarding minors.

Content

1.1 Content should be appropriate, in good taste, and not harmful to any individual or group.

1.2 Student pictures and names can be published on the school web site at the discretion of the school. Parental permission should be obtained. Internet guidelines stress the importance of not publishing the last names of students. Nicknames may be used in place of the given name. Personal information, such as home address, home telephone, credit card information, mother's maiden name, and other personal information should not be published.

1.3 Pages should comply with Atlanta Unbound Academy policies and regulations.

1.4 Information such as an e-mail address of the responsible contact person, copyright, and the last date updated should be included.

Etiquette

Users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Be polite. Do not write or send abusive messages to others.
- Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
- Do not reveal the personal home address or phone number of students or colleagues. -- Note that electronic mail (e-mail) is not guaranteed to be private. Messages related to or in support of illegal activities may be reported to the authorities.

Security

Users who identify a security problem on the system must notify a system administrator. Users must not use another individual's account or give their passwords to others.

Vandalism

Vandalism will result in revocation of user privileges. Vandalism is defined as any attempt to harm or destroy data or any connections that are part of the Internet. This includes, but is not limited to, uploading, downloading or creating computer viruses.

Safety

Safety measures must be enforced to carry out policies at the school to implement the intent of CIPA, COPPA and E-rate guidelines.

1.1 Atlanta Unbound Academy will organize technical protection through the use of filtering, measures to guard against visual depictions that are (1) obscene; (2) child pornography; or (3) other materials deemed to be "inappropriate for minors."

1.2 Schools must enforce the use of the filtering or electronic technical protection measures during any use of the computers to access the Internet.

1.3 Safety includes monitoring the online activities of minors.

Implementation Atlanta Unbound Academy Board of will support Atlanta Unbound Academy to ensure implementation of this policy in a method that promotes proper use of the Internet.

Media

The media may choose to cover interesting events that occur at Atlanta Unbound Academy throughout the year. If for any reason a parent does not wish his/her child to be viewed on television or photographed, you must submit a media release form. Media release forms at the main office.

Cell Phone and Electronic Devices

No student, unless authorized by the school Principal or his/her designee, shall use or operate any electronic telecommunication device, including any facsimile system, radio paging service, mobile telephone, intercom, electro-mechanical paging device, MP3, iPod, or gaming device in any school building, or on the grounds during the instructional day, during a school-sponsored activity, or in any school bus used to transport public school students.

Cell phones and all other telecommunication devices must be turned off, stowed away out of sight, and not used during the instructional day, during a school-sponsored event, or while riding a school bus. For the purpose of this policy, the instructional day will be defined as the time students arrive on campus in the morning until the time they are officially dismissed in the afternoon. While on field trips, telecommunication devices may be possessed/used at the discretion of the Principal/designee, or the classroom teacher.

The school is not responsible for lost or stolen cell phones as well as all other electronic equipment and strongly recommends that these items be left at home.

Use of cell phones by a student shall result in the confiscation of the cell phone and a parent phone call. School personnel have the option of using other corrective strategies for repeat offenders.

Confiscated phones will only be returned to a parent or guardian when a request has been made and a release form provided by the school has been signed.

Parents/guardians should not use cell phones for conversation or photography that may include other students while in the school. Please limit cell phone conversations to the lobby and in the absence of students.

Communication

Communication is essential for success in any endeavor. The Administration and staff recognize this and will strive to facilitate open and frequent communications with parents at all times. Teachers will communicate with parents on behavior and academics daily or weekly through a variety of means; including student agendas, student information systems, or other defined teacher practices.

However, please make sure that you check your child's backpack daily for informal notes from the teacher or from our staff. Additional communication will be shared via Infinite Campus, text, email and posted on AUA's official website. Elementary work will be sent home in a designated weekly folder on the teacher/grade level designated day. The parent/guardian will be asked to sign needed papers and return the folder by the next week. Parents may view their child's current academic status through Infinite Campus as well as sign up for automatic message alerts.

Username and passwords for our student information system will be sent home at the beginning of the school year, or you can call the Front Office to obtain them. Also, visit our school's web page at www.atlantaunboundacademy.org. Pertinent information about school functions and events will appear as Announcements.

Please feel free to consult with the Front Office regarding any problems or questions that concern your child. It is the desire of the administrators and the faculty to be of service to parents and students, and teachers welcome a conference with all parents.

We do urge, however, that such visits be made by making an appointment with the teacher at a convenient time before or after school hours. Parents are asked not to meet with a teacher before or after class unless a conference has been scheduled. Impromptu conferences with teachers at the classroom door before or after school are not permitted, as this distracts the teacher from supervision of the students during a crucial time of movement.

Outstanding Fees

Students may be subject to fees for a variety of reasons, including but not limited to: breakfast and lunch fees, class fees, lost or damaged textbooks or instructional materials, or childcare fees related to tardy pickups. As a general rule, parents have 10 to 30 days to pay any outstanding fees, depending on the type of fee(s) owed. When such fees are not paid, children may be denied any services for which the school has to pay an additional amount of money for participation. The school may prevent children with outstanding fees from participating in the school's enrichment program (which costs the school additional money), field lessons, etc. Report cards will also not be issued to students with outstanding fees.

Bullying Policy

Bullying is not tolerated at Atlanta Unbound Academy. Our staff takes bullying seriously and will take disciplinary actions in cases where bullying is identified. Repeated incidents of student bullying will result in disciplinary actions including loss of privileges, in-school suspension, out of school suspension, etc.

Section 1: Definition of Bullying

Bullying behavior is defined as:

- Willful attempt or threat to inflict injury or another person when accompanied by an apparent presentability to do so
- Intentionally exhibiting a display of force such as would give the victim reason to fear or expect any immediate bodily harm
- 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 within the meaning of O.C.G.A. § 16-5-23.1 or visible bodily harm capable of being perceived by a person other than the victim as defined in O.C.G.A. § 16-5-23.1 and may include, but is not limited to, substantial injuries or pain
 - Substantially interference with the victim's education
 - Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment
 - Has the effect of substantially disrupting the orderly operation of the school

Cyberbullying/Electronic Bullying: Bullying can occur on school property or through school technology resources but can also occur through the use of electronic communications. Whether or not that communication originated on school property with school technology resources, if the electronic communication is directed specifically at students or school personnel, maliciously intended for the purpose threatening the safety of those specified or substantially disrupting the orderly operation of the school, 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 it is considered a form of cyberbullying.

Retaliation against any complainant or any participant in the complaint process is also prohibited.

Section 2: Reporting, Investigation, and Notification Procedures

All students and/or school employees shall immediately report incidents of bullying, harassment, intimidation, and retaliation to the Executive Director.

Employees, volunteers, students, and parents/guardians/other persons that have access to monitor students may anonymously report or otherwise provide information on bullying activity to a school administrator or by calling the Georgia Department of Education's 1-877-SAY-STOP (1-877-729-7867) School Safety Hotline. No person who reports bullying will be retaliated against by any school employee.

Each report of bullying shall be documented and promptly investigated, and result in consequences given appropriate to the situation and in accordance with law.

*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. A

meeting with administration is required with the parents of the student determined to have committed bullying behaviors.

Further, reported incidents of bullying, harassment, intimidation, or retaliation that have occurred outside the jurisdiction of the school and have not disrupted the school environment shall still be reported to the student's parent/guardian.

Section 3: Disciplinary Procedures

Upon confirming that bullying has occurred, the accused student should be charged with bullying and given an age-appropriate consequence in accordance with the Code of Conduct, which shall include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances.

Students in grades six through eight found by a disciplinary hearing officer, panel, or tribunal to have committed the offense of bullying for the third time in a school year shall be assigned to an alternative education program. Such alternative education program shall be provided in a setting other than the student's regular classroom, may be located on or off the regular school campus, may include in-school suspension that provides continued progress on regular classroom assignments, and shall provide for the student's educational and behavioral needs, to include supervision and counseling.

The School shall remain mindful of due process, special education, and Section 504 obligations, among others, when assigned students to alternative settings.

Suicide Policy

Atlanta Unbound Academy recognizes:

- (1) That physical, behavioral, and emotional health is an integral component of a student's educational outcomes,
- (2) That suicide is a leading cause of death among young people ages 10-19,
- (3) That the school has an ethical responsibility to:
 - a. Take a proactive approach in preventing deaths by suicide,
 - b. To provide an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide, and
 - c. To foster positive youth development.

Policy Statement

It is the policy of Atlanta Unbound Academy to actively respond in any situation where a student verbally or behaviorally indicates an intent to attempt suicide or to do physical harm to himself/herself.

As such, Atlanta Unbound Academy shall:

1. Provide annual training in suicide awareness and prevention to all certificated school personnel within the framework of existing in-service training programs offered by the Georgia Department of Education or as part of required professional development in accordance with state laws and rules established by the Georgia Department of Education.

2. Establish a youth suicide prevention program that includes prevention, intervention, and postvention:
 - a. Identify risk factors for youth suicide (prevention)
 - b. Establish procedures to intervene with such youth (intervention)
 - c. Identify referral services and resources (postvention)
 - d. Identify resources and establish training for school personnel (training)
 - e. Identify resources for education of students regarding suicide and suicide prevention.

Guidelines

School Leader or his/her designee, will provide training to the staff and shall use resources from the Georgia Department of Education which include a list of approved training materials that fulfill the requirements of O.C.G.A. §20-2-779.1. The designated person delivering the training may include any other training materials currently being used by the school if such training materials meet the criteria established by the GaDOE.

Approved materials shall include training on how to identify appropriate mental health services, both within the school and also within the larger community, and when and how to refer youth and their families to those services. Approved materials may include programs that can be completed through self-review of suitable suicide prevention materials.

In accordance with state law, no person shall have a cause of action for any loss or damage caused by any act or omission resulting from the implementation of this policy or its implementing procedures or resulting from any training, or lack thereof, required by state law or this policy. The training, or lack thereof, required by the provisions of state law shall not be construed to impose any specific duty of care. Neither the training nor the procedures are designed to impose ministerial duties but to provide a framework in which educators can exercise their professional judgment in the best interest of students.

Legal Reference: O.C.G.A. § 20-2-779.1; House Bill 198

Policy Adopted: MARCH 2021

Sudden Cardiac Arrest Training: In accordance with O.C.G.A. 20-2-324.5, AUA shall hold information meetings twice per year regarding the symptoms and warning signs of sudden cardiac arrest. At such informational meeting, an info sheet on sudden cardiac arrest symptoms and warning signs shall be provided to each student's parent or guardian. For purposes of the statute, "student" is defined as being in grades 6-12.

Infectious Disease

Reporting

Reportable diseases, as defined by the state health department and designated on the notifiable disease chart published by the Georgia Department of Health

(https://dph.georgia.gov/sites/dph.georgia.gov/files/DPH%20ND%20Reporting%20Poster_032414.2.1.2

[016.pdf](#)), will be reported to Fulton County Public Health (CDPH) Epidemiology, phone: (404) 613-1205.

These diseases include, but are not limited to, chickenpox, measles, pertussis, meningitis, hepatitis A, shigella, salmonella, mumps, T.B., E. coli, and hepatitis B, COVID-19, and influenza.

For COVID-19, health officials request the following information:

- Request lab copy from staff/parent to confirm case
- Report via email, fax, or phone
- Include: Name, Date of Birth, School/Grade/Class, other groups (i.e. sports team, bus, after school program), and last day at school/practice
- Line list of close contacts (< 6 feet for > 15 minutes)

Note: COVID-19 Cases are considered infections 2 days before symptom onset or 2 days before lab date if asymptomatic

Exclusion from School for Infections Disease Reasons

The guidelines below have been developed for the exclusion of students/employees who have communicable or contagious diseases.

- A student/employee with any of the following symptoms/criteria will be excluded from school until such time as they are free of symptoms, and have been satisfactorily treated, or submits assigned physician's statement that he/she is no longer contagious. Note that a quarantine of 14 days is recommended when someone has tested positive for COVID-19.

- A temperature of 100 degrees or more. Student must be fever free for 24 hours, without medication, before re-entry
 - A deep, barking, unusually persistent cough/fits of coughing, or productive cough of colored mucous
 - An undetermined rash, blisters, or scaly patches over any part of the body
 - Nausea, vomiting, or diarrhea. A student must be symptom free for 24 hours without medication before re-entry
 - Red, draining eyes
 - Sore throat with fever
 - Intense itching with signs and symptoms of secondary infection
 - Open, draining lesions
 - Jaundice-a yellowish tint to eyes or skin for unknown reason
 - Pain and/or swelling at angle of jaw
 - An unusual behavior change such as irritability, lethargy, or listlessness
 - A positive COVID test
- The school will separate the ill child from well children at the school until he/she can go home to limit the spread of disease.
 - Parents of children possibly exposed to infectious diseases, as well as staff, will be informed. The staff will watch for signs and symptoms of infectious diseases in classroom where one is identified.
 - The school will require ill employees to return home and seek medical care.
 - If any special accommodations are requested due to illness, the relevant parties should notify the School Leader.
 - All affected students/employees will be advised to seek counseling from a healthcare provider or the local health department.
 - If necessary, a plan and procedure will be developed for addressing the reported significant infectious disease in conjunction with and after consulting the County or State Health Department.

Infectious Disease Prevention Strategies

The school environment:

- Cleaning and disinfecting surfaces to reduce the risk of spreading infection.
 - If surfaces or objects are soiled with body fluids or blood, gloves and other standard precautions are to be used to avoid coming in contact with fluid. Remove spill, then the surface is to be cleaned and disinfected.
 - Custodians are called for episodes of vomiting, large amounts of blood, feces, or urine that contaminate the floor, carpet, or restroom to be cleaned by an approved disinfectant.
 - Disposable material soiled with vomit, blood, feces or other body fluid will be doublebagged to throw away.
 - Extra attention to periodic vigilant cleaning will be utilized in common areas such as desks, tables, drinking fountains and in high touch areas, such as computer keyboards, doorknobs and handles, and telephones.
 - Kleenex and protective equipment such as gloves will be kept available.
- Staff will be reminded about infection control and blood borne infection control procedures annually.

Universal Precautions:

- A set of guidelines that assume all blood and certain other bodily potentially infectious. Universal precautions are to be followed when providing care to any individual whether or not the person is known to be infectious. These include:
 - Hand washing: Hand washing is one of the best tools for controlling the spread of infections. Hands are to be washed thoroughly with running water and soap for at least 15-20 seconds with scrubbing between fingers, under fingernails and around the tops and palms of hands. Hand washing should be done before and after eating, after using the restroom, after playing outside or sports, and after field trips to farms or places with animals. A shower is recommended for those students involved in contact sports as soon as possible
 - Personal protective equipment.
 - Gloves are to be used when in contact with blood or body fluids.
 - Protective eyewear or masks should be worn in situations where it is possible body fluids could come in contact with eyes or mouth.

Cleaning:

- Blood or body spills are to be wiped up as soon as possible.
- Spills are to be double bagged and disposed of in trash.
- The area is to be cleaned with an approved disinfectant or bleach solution.
- All soiled clothing should be double bagged and sent home with person.

Immunizations:

- The state health regulations require students attending school to be up to date on all immunizations. A notarized waiver is required for a valid exemption (medical, religious, or personal exemption).
- The school will keep documentation of the immunization status of all students on file.
- If a reportable communicable disease is known, parents of students without that vaccine will be notified to check with their doctor regarding exclusion from school for a designated time.

Confidentiality and Retaliation

Every effort will be made to ensure confidentiality of information received as a part of this policy and to protect the privacy of all parties involved. School staff with knowledge of a person diagnosed with a notifiable condition may release that information only to others who are responsible for protecting the health of the public through control of disease (i.e. local health department). Retaliation against employees and/or students who report concerns is strictly prohibited and may be grounds for disciplinary action.

Student Reporting of Acts of Sexual Abuse or Sexual Misconduct by AUA Employee

In accordance with the requirements found in O.C.G.A. § 20-2-751.7, the School complies with the Professional Standards Commission's state mandated process for students to follow when reporting instances of alleged inappropriate sexual behavior by a school employee.

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 the School.

Any teacher, counselor, or administrator receiving such a report 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 Governing Board and State Charter Schools Commission.

The Executive Director who receives a report of 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 to a child welfare agency providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to the 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 the School. 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 Governing Board, State Charter Schools Commission and the Professional Standards Commission Ethics Division.

"Sexual abuse" means a person's employing, using, persuading, inducing, enticing, or coercing any minor who is not that person's spouse to engage in any sexual act as defined in O.C.G.A. 19-7-5.

"Sexual misconduct" includes behavior by an educator that is directed at a student and intended to sexually arouse or titillate the educator or the child. Educator sexual misconduct by an educator may include, but is not limited to, the following behavior:

1. Making sexual comments, jokes, or gestures.
2. Showing or displaying sexual pictures, photographs, illustrations, or messages.
3. Writing sexual messages/graffiti on notes or the internet.
4. Spreading sexual rumors.
5. Spying on students as they dress, shower, or use the restroom at school.
6. Flashing or "mooning" students.
7. Touching, excessively hugging, or grabbing students in a sexual way.
8. Forcing a student to kiss him/her or do something else of a sexual nature.
9. Talking or asking about a student's developing body, sexuality, dating habits, etc.
10. Talking repeatedly about sexual activities or sexual fantasies.
11. Making fun of your body parts.
12. Calling students sexual names.

Enrollment FAQs

Most frequent updates can be found on the website.

Who can attend Atlanta Unbound Academy?

AUA is a state charter school, this means any student in the State of Georgia can apply. You do not have to live in a specific district to attend our school.

What is the cut-off age for kindergarten enrollment?

Kindergarten students must be 5 years old on or before September 1st of the same calendar year to be eligible to enroll in Kindergarten in that school year.

How do I apply?

You may apply by clicking the following link: <https://atlantaunboundacademy.schoolmint.net/signup>

You can also come to the school located at 1743 Hardin Avenue College Park, GA 30337 or call us at 678-973-2798 and someone can assist you in filling out an application.

When are applications accepted?

Applications are typically accepted between October and March, the website will maintain current dates at all times. During this time, we accept applications from any student residing in Georgia for the grades we are accepting applications for. All interested parents and guardians have an equal opportunity to enroll their children during this period.

When our application closes, if the number of applications Atlanta Unbound Academy receives does not exceed the number of seats we have available, then all applicants are accepted for the grade they applied for. If we receive more applications than we have seats for then we will host a random lottery selection to decide which students will be accepted.

Note: If there are seats still available after our application deadline and/or lottery, we will continue to accept applications until all seats are filled.

Is anyone given preference in the enrollment process and lottery?

Yes. For the 2021-2022 lottery, students who are siblings, students of staff or board members receive preference. Atlanta Unbound Academy also maintains a weighted lottery. This weight is explained below:

AUA will implement a weighted lottery. An increased chance of admission will be provided to the following subsets of educationally disadvantaged students with each subset defined by the State Board in accordance with federal guidelines and regulations;

1. Students who are economically disadvantaged-
2. Students with disabilities;
3. Limited English proficient students;
4. Neglected or delinquent students; and
5. Homeless students.

To facilitate the weighted lottery, applicants may indicate their status on the admissions application and the school verifies this status during registration. The school will make a good faith effort to confirm a child's status prior to the lottery. The weight shall be calculated annually as 4:1. This means if a student qualifies for any of the above 5 categories, that child receives 4 chances in the school's lottery.

Per the school's charter contract:

The charter school shall have a weighted lottery.

1. *An increased chance of admission will be provided to the following subsets of educationally disadvantaged students with each subset as defined by the State Board in accordance with federal guidelines and regulations*
 - a. *Students who are economically disadvantaged*
 - b. *Students with disabilities*
 - c. *Limited English proficient students;*
 - d. *Neglected or delinquent students; and*
 - e. *Homeless students*
2. *To facilitate the weighted lottery, applicants may indicate their educationally disadvantaged status on the admissions application and the Charter School shall verify this status as part of the registration process.*
3. *The Charter School shall make good faith efforts to confirm educationally disadvantaged status prior to the lottery, but shall not be required to re-administer the lottery or change a student's lottery status in the event any student's failure to provide appropriate documentation of such status results in a lower or higher percentage of educationally disadvantaged students being accepted into the Charter School.*
4. *The weight shall be calculated annually with the formula $W=(PA-PE)/(E-PE)$, provided however, the weight shall be no less than 4:1.*
5. *The variables of the weighted lottery formula described above shall be defined as follows:*
 - a. *"P" shall be equal to the percentage of economically disadvantaged students in the local school system in which the Charter School is located as measured by the Governor's Office of Student Achievement for the previous school year. In the event the percentage of economically disadvantaged students in the local school system in which the Charter School is located is more than 50%, P shall not exceed 50%*
 - b. *"A" shall be equal to the total number of Kindergarten applications from all students.*
 - c. *"E" shall be equal to the number of Kindergarten applications from students who qualify as educationally disadvantaged.*
6. *Upon the request of Petitioner after second year of Weighted Lottery implementation, the SCSC agrees to review and consider revisions to this provision to confirm its efficacy based on the Petitioner's current student enrollment.*

When is the lottery and do I have to attend?

The lottery date for upcoming school year's lottery is updated on the school's website.

What happens once I am notified that my child(ren) has been granted an available seat?

All students who have been granted an available seat must complete all registration requirements by the registration deadline or their seat will be forfeited.

Will my student have to participate in the lottery each year?

No. Once officially enrolled, all Atlanta Unbound Academy students will remain enrolled each year.

How can I ask questions about enrollment?

enroll@atlantaunboundacademy.org

678-973-2798

STUDENT CODE OF CONDUCT

Behavioral Norms

Compassion, courage, and critical thinking is crucial to the culture of the Atlanta Unbound Academy (AUA). Our approach to discipline is rooted in a belief that the learning environment is sacred and that adherence to Compassion, courage, and critical thinking is crucial for student academics as well as social-emotional success. We strive to ensure that every child is safe (physically, emotionally, mentally, and intellectually) and that every child has the chance to learn without needless disruptions. We have tremendously high expectations for scholarly behavior in order to create and preserve a focused learning environment.

At Atlanta Unbound Academy, we believe that our community is vitally important. Families, students, and staff work together to create our school identity. We believe that using restorative practices, whether through conversation or action, is always imperative in shaping our students social-emotional development. Restorative practice seeks to build community, trust, and

achieve social discipline through group learning and decision-making. The use of restorative practices at AUA will help to:

- Strengthen our community
- Improve student behavior
- Reduce misbehavior, violence and bullying
- Provide effective leadership
- Restore relationships
- Repair harm

AUA's staff believe that creativity and excellence can flourish only within a structured academic setting. Efficient learning and superior teaching cannot take place if a great deal of instructional time is taken up with addressing misbehaviors. To that end, Atlanta Unbound Academy requires teachers and scholars to adhere to a number of organizational routines that promote order, efficiency, good behavior, and attention to task.

In addition, AUA provides ongoing professional development to teachers, administrators, board members, school resource officers, and staff on adverse consequences of school exclusion and justice-system involvement, classroom management, culturally responsive discipline, and developmentally appropriate disciplinary methods that promote a positive school climate. The following pages outline the consequences of negative behaviors by AUA students, concluding with the additional procedures applicable to students with disabilities.

Notwithstanding the charts below, AUA reserves the right to impose other consequences as may be appropriate on a case-by-case basis. All consequences are awarded on a case by case basis and no consequence is automatic.

School Norms

Compassion, Courage, Critical Thinking

These norms apply while students are at school, while traveling to and from school or any school-sponsored event, and while participating in any school sponsored event at home or away. These norms also apply in instances where a student's actions outside of school affect the school's ability to maintain an orderly, safe and positive learning environment. This is particularly important with regard to the use of social media.

Learning Environment

Establishing a safe and orderly learning environment requires all members of the school community, teachers, support staff, students and parents to model behaviors that show respect for

each other and persons in authority. Personal responsibilities/standards of conduct for our teachers, staff, and parents are listed below:

Teacher/Staff Responsibilities

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

Parent/Guardian Responsibilities

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

Student Grievance Procedure

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

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

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

Hallway Conduct

Expectations for hallway behavior listed below:

- Speak softly and walk quietly
- Do not block the hall or stairs
- Avoid standing in groups and blocking other students from proceeding to class

- Walk to the right
- Quiet zones include the front lobby, media center, and stairwells

- Individual students in the hallway must have a pass and be respectful of hall procedures
- Keep your hands to yourself. All eyes forward
- No running

*Failure to adhere to expectations for appropriate behavior in the hallways will result in disciplinary action.

Dress Code and Uniform Policy

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

Uniforms must be neat and clean and students should practice good hygiene. The policy above applies to students as they enter the school building and throughout the school day. If a child is out of uniform, they may be required to secure a full and/or appropriate uniform before attending class. Please contact an administrator if there is a need for uniform support as he/she may be able to assist you. Further, please contact an administrator if your student needs a religious exemption to any aspect of the dress code.

Book Bags/Folders/Personal Items:

Book bags, backpacks, folders, or any other personal items must not display patches, entertainment insignias, drawings, obscene words, gang signs, or any other item that would be deemed inappropriate, offensive, or reflect negatively on AUA. Failure to comply will constitute a uniform violation and be subject to disciplinary action and parental notification. All personal items should be labeled with the student's name. Students and their property are subject to search if deemed necessary by school administration. Middle School Students **will not** be allowed to carry backpacks in the building. To ensure student safety in the hallways, backpacks with wheels **will not** be permitted. Students **will not** be allowed to carry mini book bags as purses; only traditional small clutch-style purses with shoulder string/strap will be permitted.

Social Emotional Learning

Social Emotional Learning (SEL) involves processes through which children and adults develop fundamental emotional and social competencies to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, maintain and establish positive relationships, and make responsible decisions. The overall intent and purpose of the program is designed to inform how adults/students relate to each other, foster a calm and welcoming school climate, shape partnerships with family and community, and build heightened engagement, trust and collaboration.

We have embraced SEL at AUA and have put programs in place to promote a calm, safe, and highly productive learning environment. The SEL program is a school-wide initiative that is

observed daily for a fifteen-minute period by all students and staff. The weekly outline of the program will vary based on the grade level.

Goals for implementing SEL school wide include the following:

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

Social and Emotional Learning Curriculum

AUA uses all three components (Social-Emotional Learning, Bullying Prevention, the Child Protection Unit) of the Second Step curriculum during the SEL block:

- Second Step’s Social-Emotional Learning (SEL) program gives students the tools to excel in and out of the classroom. It is designed to help students develop in emotion management, situational awareness, and academic achievement.
- Second Step’s Bullying Prevention Unit teaches kindergarten – grade 5 students how to recognize, report, and refuse bullying.
- Second Step’s Child Protection Unit is designed to protect children and help keep them safe from abuse.

Behavioral Intervention Strategies

Positive Behavioral Supports: As part of the Student Code of Conduct and Discipline Plan, the establishment of a school-wide system utilizing positive behavioral supports has been enacted. AUA shall establish, post, and provide direct instruction on school-wide behavioral expectations to each student at the beginning of each school year and reinforce expectations throughout the school year. School administration shall provide yearly training to all school staff on positive behavioral supports along with a school-wide discipline plan.

A-Bucks (Kickboard) is a system designed to incentivize target behaviors for scholars by providing points for such target behaviors and deductions as a consequence. Goal-based incentives, points, rewards, and deductions are all tracked using the Kickboard system. This provides behavioral data for each scholar, as well as a systematized means of tracking student eligibility for the various incentives.

Earning (Kickboard) Scholars will be able to receive a number of “bucks” as they relate to the core values: Compassion, Courage, and Critical Thinking. If a teacher observes scholars demonstrating one of the behaviors or work habits that shows an example of one of the core

values, the scholar will receive points that will be tracked within Kickboard. There are school-wide, grade level, and classroom-specific rewards/incentives for the points scholars have

accumulated. There will be daily, weekly, quarterly, and whole class incentives throughout the year.

Behavior Contract: The administrator, counselor or teacher, in consultation with the parent and student, will develop a behavior contract. A contract will identify specific behavioral areas of focus and provides reinforcement of using the desired behavior, as well as consequences for lack of adherence to the contract. A contract may also be devised for students identified as Chronic Disciplinary Problem students that when not followed or the number of allowable fractions is exceeded, may lead to long-term suspension or a mandatory transfer hearing. (Refer to the detailed Discipline Intervention Process (DIP) in section 10)

Additional Support During Special Experiences: Extracurricular activities are special experiences offered to enhance the school experience. If field trips, assemblies, dances, celebrations, and other special events become a challenge for the student, we may ask a family member or guardian to participate with the student. AUA's goal is not to remove special experiences, as we believe that these types of exposure are essential to the development of our children. Thus, instead of taking them away, we may ask for additional support from home.

Peer Mediation: Mediation is conducted by the leadership team to resolve problems and improve communication between students. Mediation may be used as an intervention with students prior to a discipline referral.

Restitution: Students may be responsible for the payment and/or restoration of school or personal property that has been vandalized, damaged, lost, or stolen. This includes, but is not limited to the following examples- deliberate damage to laptop/Chromebook, destruction of another student's clothing or items, charges or fines by the Fire Department for false fire alarms, etc.

Reset Room (Mindful/SELSpace):

On rare occasions a student may be removed from the classroom. Before a student is removed from the classroom, students will be encouraged to spend time in a reflective place in the classroom. This space is meant to be therapeutic in nature and allows for the student to calm down and reflect if necessary on their actions. While in this reflective space, students may watch videos, social stories, reading passages, role playing, etc. If a student violates any of the SEL rules during their assigned times, the student may receive further disciplinary actions.

School Prank/Vandalism

As a community, we value our facility and are appreciative of the learning environment that it affords our students. Therefore, we want to be sure that everyone understands that all expressions of class/school representation must fall within the guidelines of this handbook. Students identified as trespassing on school grounds after or before the school day and identified as engaging in a prank or otherwise destroying school property will be turned over to

the local police for prosecution, which could result in arrests and fines. These actions may also result in suspension, referral to an AUA discipline hearing, and suspension from attending

school dances/prom/activities. Any other grade level may also lose privileges to participate in class events/fieldtrips/off-campus activities. This may also mean the student will have to volunteer at the school.

Out-of-School Suspension (OSS)

While we take the time to ensure that OSS is the last resort and will likely not use it, in the event that it is used, we would like to provide clarity on what constitutes as OSS.

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

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

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

Following a suspension, a parent or guardian must accompany the child to school on the return day for the re-entry meeting. A re-entry interview will be required between the parent, scholar, instructor, and the Administrator. Parents/Guardians must adhere to the specific time of the reentry meeting.

Alternative Learning Environment (ALE)

In certain circumstances, it is appropriate to remove a student from class as a consequence to avoid disruption to the learning environment. In these circumstances, a student may be placed in a class away from their normal classroom setting. The student will be provided with the resources to complete his/her assignments with a designated teacher.

Reverse Suspension/Parent Shadow-observation

As an alternative to suspension, the AUA administrator may offer that instead of an out of school suspension, that a parent may accompany their child during the school day for specific intervals of time. Reverse suspensions may include various components including; but not limited to: conferences with administrator/teachers and classroom observations to discuss and/or collaborate on an intervention plan for the student.

Volunteering Opportunities

If we notice that a child is struggling with a specific area, we may suggest and partner a child with an organization with the permission from the parent or guardian. At all costs, AUA will work with families to ensure that we support students who struggle through different methods before moving directly to a stronger consequence.

Location of Violations

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

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

Investigation of Misconduct

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

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

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

determined that a rule(s) was violated, the administrator will follow the progressive discipline process.

Student Questioning by Officials

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

Student Questioning by Law Enforcement

In the event that law enforcement is called, parents will be called as well. Parents have the right to be present when students are being questioned. Law enforcement officers who have a detention order or warrant for arrest, or states that the situation involves pursuit of a suspect linked to a felony crime may question students without parental consent.

Progressive Discipline

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

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

Middle School Level 1 Discipline Response: Discipline responses range from local interventions and supports to three (3) days of In-School-Suspension (ISS) and/or local interventions and support.

Level 1 Discipline	MINIMUM Discipline	MAXIMUM Discipline
Elementary	Local interventions and support Alternatives to suspension	Local interventions and support (3) days of administrative detention
Middle	Local interventions and support Alternatives to suspension	Local interventions and support (3) days of administrative detention OR (3) days of In-School Suspension/Success Center Interventions

4.2. Level 2 Discipline: Level 2 discipline infractions are intermediate acts of misconduct. Level 2 infractions are generally MAJOR INFRACTIONS and are serious safety violations Major Infractions are addressed by administrators. Repeated (3 or more) violations of any Level 2 infraction can result in that violation being considered a Level 3 infraction which may result in long term suspension/expulsion and may include a referral to the alternative school.

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

Level 2 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	(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

4.3. Level 3 Discipline: Level 3 discipline infractions are serious acts of misconduct including, but not limited to, repeated misbehaviors of a similar nature, serious disruptions of the school environment, threats to health, safety, or property and other acts of serious misconduct. Level 3 infractions are generally MAJOR INFRACTIONS and are serious safety violations. Major infractions should be reported to the school administrator immediately after the incident, and may result in the immediate removal of a student from the school. Administrators will notify the

Head of School, appropriate school personnel, school resource officers, Safety and Security personnel, and law enforcement agencies as deemed appropriate or required by law.

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

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

Level 3 Discipline	MINIMUM Discipline	MAXIMUM Discipline
Elementary	(3) days of Out-of-School Suspension School based interventions and support	(10) days of Out-of-School Suspension School based interventions and support
Middle	(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 3 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.		

4.4. Interventions and Supports:

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

- 4.4.1. Classroom interventions (assigned seats, proximity control, nonverbal cues, etc.)
- 4.4.2. Teacher/student conference
- 4.4.3. School/parent contact
- 4.4.4. School/parent conference
- 4.4.5. Restorative practices (practices that repair harm, student circles, peace groups)
- 4.4.6. Determine root causes and functions of student misbehavior and respond appropriately
- 4.4.7. Teach, model, practice, and reinforce positive replacement behaviors
- 4.4.8. Provide special work assignment
- 4.4.9. Student warning
- 4.4.10. Encourage the student to complete a written reflection of incident and/or an apology for misbehavior
- 4.4.11. Provide student with an opportunity to process through the misconduct and to make a plan for how better choices can be utilized in the future
- 4.4.12. Provide choices for learning activities and behavior
- 4.4.13. Use student behavior strategies, progress reports, behavior contracts, and/or point sheets to assist student in recognizing misbehavior and understanding targeted appropriate behavior

- 4.4.14. Use goal setting paired with acknowledgment of improved behavior for individual student
- 4.4.15. Mentoring
- 4.4.16. Escort to and from class/change of class
- 4.4.17. Schedule change
- 4.4.18. Invitation for parental shadow

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

5. Student Infractions:

A student shall not violate any of the following rules of Atlanta Unbound Academy . The disciplinary levels below correspond to the progressive discipline levels detailed above. However, in serious infractions, the Principal or designee may use a higher level of progressive discipline. The Student Code of Conduct provides examples of infractions that may occur, but it is not intended to include all infractions for which disciplinary action may be taken as it is not possible to identify every behavior which might result in disciplinary consequences.

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

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

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 2-3 disciplinary responses for this infraction.** 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	
	Minimum	Maximum	Minimum	Maximum
Level 1	School based Interventions & Alternatives to Suspension	3 days of Detention	School based Interventions & Alternatives to Suspension	3 days of Detention OR ISS
Level 2	1 day of ISS & Schoolbased 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 3	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

nonalcoholic wine coolers), inhalants, and/or illegal drugs, narcotics, hallucinogens, amphetamines, barbiturates, marijuana, synthetic cannabinoids or any substance listed under the Georgia Controlled Substances Act or any substance believed by the student to be alcohol or an illegal drug. Legal intoxication is not required for violation of this Code of Conduct.

5.2.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 nonalcoholic wine coolers), inhalants, and/or illegal drugs, narcotics, hallucinogens, amphetamines, barbiturates, marijuana, synthetic Cannabinoids or any substance listed under the Georgia Controlled Substances Act or any substance believed by the student to be alcohol or an illegal drug. Legal intoxication is not required for violation of this Code of Conduct.

5.2.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.

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

5.2.2 Counterfeit Drugs or Look Alike Drugs: No student shall falsely present or identify a substance to be alcohol or an illegal drug. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 2-3 disciplinary responses for this infraction.

5.2.3 Over-The-Counter Medication: Possession of all over-the-counter medication on school property 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 infraction.

5.2.3.c Selling/Distributing/Buying Drugs/stimulants: No student shall buy, sell, or otherwise distribute or possess with intent to distribute or attempt to buy, sell, or otherwise distribute or possess with intent to distribute alcoholic beverages, illegal drugs, inhalants, narcotics, hallucinogens, amphetamines, barbiturates, or marijuana, or any other substance listed under the Georgia Controlled Substances Act, or any substance falsely identified as such, or is believed by the purchaser to be an alcoholic beverage or illegal drug, narcotics, hallucinogens, amphetamines, barbiturates, or marijuana, or any other substance listed under the Georgia Controlled Substances Act.

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

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

5.2.3.e TOBACCO: Student possession or use of tobacco or tobacco product substitutes (e.g., tobacco lookalikes, such as BaccOff), cigarette look-alikes (e.g., electronic cigarettes), hookahs and hookah look-alikes (e.g. electronic hookahs) is prohibited. Depending on age of student,

level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-2 disciplinary responses for this infraction. (See sections 4.1 – 4.2, 4.4).

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

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

5.2 - 5.2.3.f Level 2-3	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum
1 st infraction	1 days OSS	10 days OSS and a hearing referral	1 days OSS	10 days OSS and a hearing referral
2 nd infraction	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 alternative school
3 rd infraction +	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	
<p>Refer to the school counselor and school social worker for supports - DFCS notification may be necessary Parent conference should 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</p>				

5.3 ATTENDANCE VIOLATIONS

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

5.3.1	Elementary		Middle	
	Minimum	Maximum	Maximum	Minimum
1st infraction	Administrative Conference/School based interventions		Administrative Conference/School based interventions	
2nd infraction +	Administrative	3 days detention	1 day ISS/School	3 days detention or
	Conference/School based interventions		based interventions	ISS
Student Services/Response to Intervention (RTI) referral initiated after second infraction 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. Students must follow the established procedures for checking in or out of school

5.3.2 Level 1 - 2	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum
1st infraction	Administrative Conference	3 days detention	Administrative Conference	3 days ISS
2nd infraction +	Local interventions	1 days OSS	Local interventions	3 days OSS
Parent conference should occur Student Services/Response to Intervention (RTI) referral initiated after second infraction Combination of local interventions, supports, and disciplinary response may be appropriate				

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

5.4 BOMB THREATS: Bomb threat is defined as transmitting in any manner a false alarm to the effect that a bomb or other explosive of any nature is concealed on school property creating a

potentially dangerous situation. A bomb threat can be communicated via conduct that occurs on or off school property, including, but not limited to transmission via email, text, and social media.

5.4 Level 2-3	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum
1st infraction	1 day ISS and Local interventions	10 days OSS and a hearing referral	Saturday School OR 1 day ISS and local interventions	10 days OSS and a hearing referral
2nd infraction	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	
3rd infraction +	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 for 1 calendar year, or assignment to the alternative school for 1 calendar year	
Restorative practices are recommended to repair harm Contact Safety and Security – Criminal charges may apply Notify the appropriate Associate Superintendent Combination of local interventions, supports, and disciplinary response may be appropriate				

5.5 BULLETS, BB’S, PAINTBALL PELLETS: Students may not possess ammunition, BB’s, paint pellets, or CO2 cartridges. These items are disruptive to the function of the school and may pose a safety risk.

5.5 Level 1-2	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum
1st infraction	Administrative conference	3 days detention	Administrative conference	3 days ISS
2nd infraction	3 days detention	3 days OSS	Saturday School and/or 3 days ISS	5 days OSS
Combination of local interventions, supports, and disciplinary response may be appropriate				

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

5.6 Level 1-3	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum
Level 1	Local Interventions & Alternatives to Suspension	3 days of Detention	Local Interventions & Alternatives to Suspension	3 days of Detention OR ISS
Level 2	1 day of ISS & Local Interventions	3 days OSS and Local Interventions	1 day of Saturday School	3 days OSS and Local Intervention

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

Restorative practices are recommended to repair harm Parent conference may occur prior to student return to school Contact Safety and Security – Criminal charges may apply Combination of local interventions, supports, and disciplinary response may be appropriate

5.7 PERSONAL COMMUNICATIONS/ELECTRONIC DEVICES: All students may possess mobile telephones and other personal electronic devices (PEDs), HOWEVER, these must be stored in your locker/Book bag at ALL times unless otherwise directed by school administration or school staff.

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

If a student refuses to relinquish a phone or other device to a school staff member, the staff member may refer the student with the device to the principal or designee. Atlanta Unbound 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. Atlanta Unbound Academy employees will not be responsible for searching for lost or stolen mobile phones or other PEDs.

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

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

5.7.4 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 2-3 disciplinary responses for this infraction. (See sections 4.2 – 4.3, 4.4). Additionally, any violation will result in the device being confiscated and may result in the student's loss of the privilege of possessing a

cellular telephone or PED on school property for one (1) calendar year, and the student may receive a grade of zero (0) on the test, quiz, or assignment.

5.8 STUDENT INCIVILITY

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

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

NOTE: See 5.23.3 for infractions that occur with technology

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

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

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

5.8.1 – 5.8.5 Level 1 -2	Elementary		Middle	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1st infraction	Local school interventions	3 days detention	Local school interventions	3 days ISS
2nd infraction +	Local school interventions	1 day OSS	Local school interventions	3 days OSS
Restorative practices are recommended to repair harm Combination of local interventions, supports, and disciplinary response may be appropriate				

5.8.6 School Dress Code:

All school dress codes must be in compliance with Policy JCDB. Unless a school uniform has been designated or otherwise specified, a student is expected to adhere to the following minimum school dress code requirements: 1. Clothing, hairstyles, and jewelry must not cause a disruption or constitute a health or safety hazard.

2. Clothing, 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.

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

5.8.6 Level 1	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum
1st infraction	Local interventions and supports		Local interventions and supports	1 day ISS
2nd infraction	Local interventions and supports	1 day detention	Local interventions and supports	1 day detention or ISS
3rd infraction +	Local interventions and supports	3 days detention	Local interventions and supports	3 days ISS
Parent may be contacted to provide a change of clothes. Combination of local interventions, supports, and disciplinary response may be appropriate.				

5.9 DISRUPTION OF SCHOOL:

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

such conduct for the purpose of causing the disruption or obstruction of any such lawful mission, process or function.

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

5.9.1 Level 2-3	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum
Level 1	1 day of ISS & Local Interventions	3 days OSS and Local Interventions	1 day of Saturday School OR ISS & Local Intervention	3 days OSS and Local Interventions
Level 2	3 days OSS and Local Interventions	10 days OSS and Local Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and Local Interventions	10 days OSS and Local Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
Restorative practices are recommended to repair harm Parent conference should occur prior to student return to school Notify the appropriate Associate Superintendent Contact Safety and Security – Criminal charges may apply Combination of local 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 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 1-3 disciplinary responses for this infraction. (See sections 4.1 – 4.4).

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

5.9.4 Unauthorized Item: Students may not bring to school or be in possession of any item that does, or has the potential to, disrupt the classroom environment or orderly operation of the school. Unauthorized items may include, but are not limited to, phone cases in the likeness of a weapon, unauthorized drones, or items that do not meet the definition of 5.25.2. Once detected,

an unauthorized item will be confiscated and returned only to the parent/guardian. Atlanta Unbound Academy assumes no liability for any lost or damaged unauthorized item. The administrator may utilize interventions, supports, and Level 1 disciplinary responses for this infraction.

5.9.2 - 5.9.4 Level 1-3	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum
Level 1	Local Interventions & Alternatives to Suspension	3 days of Detention	Local Intervention Alternatives to Suspension	3 days of Detention or ISS
Level 2	1 day of ISS & Local Interventions	3 days OSS and Local Intervention	1 day of Saturday School OR ISS & Local Interventions	3 days OSS and Local Interventions
Level 3	3 days OSS and Local Interventions	10 days OSS and Local Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and Local Interventions	10 days OSS Local 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 local 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 Atlanta Unbound Academy employees of wrong action or inappropriate conduct; falsify school records; or forge signatures. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-3 disciplinary responses for this infraction. (See sections 4.1 – 4.4).

5.10.1 Level 1-3	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum
	Local Interventions & Alternatives to Suspension	3 days of detention	Local Interventions & Alternatives to Suspension	3 days of Detention or ISS
	1 day of ISS & Local Interventions	3 days OSS and Local Interventions	1 day of Saturday School OR ISS & Local Interventions	3 days OSS and Local Interventions
	3 days OSS and Local Interventions	10 days OSS and Local Interventions; hearing referral/ recommendation of	3 days OSS and Local Interventions	10 days OSS and Local Interventions; hearing referral/recommendation

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

Restorative practices are recommended to repair harm Contact Safety and Security
 – Criminal charges may apply Combination of local 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, and 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 Level 2	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum

1st infraction	Local interventions	1 day OSS	Local interventions	3 days OSS
2nd infraction +	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 harm Contact Safety and Security – Criminal charges may apply Combination of local interventions, supports, and disciplinary response may be appropriate				

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

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

5.11 Level 1-2	Elementary		Middle	
	Maximum	Minimum	Maximum	Minimum
1st infraction	Local school interventions	3 days detention	Local school interventions	3 days ISS
2nd infraction	3 days detention	3 days OSS	Saturday school and/or days ISS	3 days OSS
Combination of local interventions, supports, and disciplinary response may be appropriate				

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

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

5.12.1 Level 1-2	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum
Level 1	Local Interventions & Alternatives to Suspension	3 days detention	Local Interventions & Alternatives to Suspension	3 days of detention ORISS
Level 2	1 day of ISS & Local Interventions	3 days OSS and Local Interventions	1 day of Saturday School OR ISS & Local Interventions	3 days OSS and Local Interventions
Parent conference should occur prior to student return to school Contact Safety and Security – Criminal charges may apply Combination of local interventions, supports, and disciplinary response may be appropriate				

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

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

5.12.2 - 5.12.3 Level 2-3	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum

Level 2	1 day of ISS & local interventions	3 days OSS and Local Interventions	1 day of Saturday School OR ISS & Local Interventions	3 days OSS and Local Interventions
Level 3	3 days OSS and Local Interventions	10 days OSS and Local Interventions; hearing referral/ recommendation of	3 days OSS and Local Interventions	10 days OSS and Local Interventions; hearing referral/recommendation

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

Restorative practices are recommended to repair harm
 Parent conference should occur prior to student return to school
 Contact Safety and Security – Criminal charges may apply
 Combination of local interventions, supports, and disciplinary response may be appropriate

5.13 HARASSMENT, INTIMIDATION, THREATS, AND BULLYING BEHAVIOR

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

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

5.13.3 Terroristic Threats: No student shall threaten to commit any crime of violence, to release any hazardous substance, or to burn or damage property with the purpose of terrorizing another or of causing 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 8 interventions, supports, and Level 1-3 disciplinary responses for this infraction. (See sections 4.1 – 4.3, 4.4).

5.13.1 - 5.13.3 Level 1-3	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum
Level 1	Local Interventions & Alternatives to Suspension	3 days of detention	Local interventions & Alternatives to Suspension	3 days of detention OR ISS
Level 2	1 day of ISS & Local Interventions	3 days OSS Local interventions	1 day of saturday school OR ISS & local interventions	3 days OSS and local interventions
Level 3	3 days OSS and Local Interventions	10 days OSS and Local Interventions; hearing referral/ recommendation of	3 days OSS and Local Interventions	10 days OSS and Local Interventions; hearing referral/recommendation
		long-term suspension		endation of long-term suspension, expulsion, or assignment to alternative school.
Restorative practices are recommended to repair harm Contact Safety and Security – Criminal charges may apply Combination of local interventions, supports, and disciplinary response may be appropriate				

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

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

1. is directed specifically at students or school personnel, AND
2. is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school, AND

3. creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose.

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

b) Bullying: Bullying behavior is defined as:

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

5.13.4 Level 2-3	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum
1st infraction	1 day OSS	3 days OSS	1 day OSS	5 days OSS

2nd infraction	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
----------------	------------	--------------------------------------------------------------------------------------------	------------	------------------------------------------------------------------------------------------------------------------------------------

3rd infraction	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
<p>Contact Safety and Security – Criminal charges may apply Parent conference mandatory Combination of local interventions, supports, and disciplinary response may be appropriate *If a 3rd and subsequent infraction 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.</p>			

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 infraction.

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

5.14 SCHOOL HAZARD INFRACTIONS

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

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

5.14 Level 1-3	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum
Level 1	Local Interventions & Alternatives to Suspension	3 days of detention	Local Interventions & Alternatives to Suspension	3 days of Detention OR ISS
Level 2	1 day of ISS & Local Interventions	3 days OSS and local interventions	1 day of Saturday School OR ISS & Local Interventions	3 days OSS and Local Interventions
Level 3	3 days OSS and Local Interventions	10 days OSS and Local Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and Local Interventions	10 days OSS and Local Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
Contact Safety and Security – Criminal charges may apply Combination of local interventions, supports, and disciplinary response may be appropriate				

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

5.15 Level 2-3	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum
Level 2	1 day of ISS & Local Interventions	3 days OSS and Local Interventions	1 day of Saturday School or ISS & Local Interventions	3 days OSS and Local Interventions
Level 3	3 days OSS and Local Interventions	10 days OSS and Local Interventions;	3 days OSS and Local Interventions	10 days OSS and Local Interventions;

		hearing referral/recommendation of long-term suspension/expulsion		hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
Contact Safety and Security Combination of local interventions, supports, and disciplinary response may be appropriate				

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

5.17 Level 1-3	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum
Level 1	Local Interventions & Alternatives to Suspension	3 days of detention	Local Interventions & Alternatives to Suspension	3 days of Detention OR ISS
Level 2	1 day of ISS & Local Interventions	3 days OSS and Local Interventions	1 day of Saturday School OR ISS & Local Interventions	3 days OSS and Local Interventions

Level 3	3 days OSS and Local Interventions	10 days OSS and Local Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and Local Interventions	10 days OSS and Local Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
Restorative practices are recommended to repair harm Combination of local interventions, supports, and disciplinary response may be appropriate				

5.18 PHYSICAL INFRACTIONS

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

5.18.1 Level 1-2	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum
Level 1	Local Interventions & Alternatives to	3 days of detention	Local Interventions & Alternatives to	3 days of detention OR ISS

	Suspension		Suspension	
Level 2	1 day of ISS and Local interventions	1 day OSS and local interventions	1 day of Saturday school, detention, or ISS and Local interventions	1 day OSS and local interventions

Restorative practices are recommended to repair harm
Combination of local interventions, supports, and disciplinary response may be appropriate

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

These physical infractions include:

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

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

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

5.18.2a-5.18.2c Level 1-3	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum
Level 1	Local Interventions & Alternatives to Suspension	3 days of detention	Local Interventions & Alternatives to Suspension	3 days of Detention OR ISS
Level 2	1 day of ISS & Local Interventions	3 days OSS and Local Interventions	1 day of Saturday School OR ISS & Local Interventions	3 days OSS and Local Interventions

Level 2	3 days OSS and Local Interventions	10 days OSS and Local Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and Local Interventions	10 days OSS and Local Interventions; hearing referral/recommendation of long-term suspension,
---------	------------------------------------	-----------------------------------------------------------------------------------------------	------------------------------------	-----------------------------------------------------------------------------------------------

				expulsion, or assignment to alternative school.
Restorative practices are recommended to repair harm Contact Safety and Security – Criminal charges may apply Combination of local interventions, supports, and disciplinary response may be 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 1-2 disciplinary responses for this infraction. (See sections 4.1 –4.2, 4.4).

5.18.2d Level 1-2	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum
Level 1	Local Interventions & Alternatives to Suspension	3 days of detention	Local Interventions & Alternatives to Suspension	3 days of detention ORISS
Level 2	1 day of ISS & Local Interventions	3 days OSS and Local Interventions	1 day of Saturday School OR ISS & Local Interventions	3 days OSS and Local Interventions
Restorative practices are recommended to repair harm Combination of local interventions, supports, and disciplinary response may be appropriate				

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

5.18.2e Level 2-3	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum

Level 2	1 day of ISS & Local Interventions	3 days OSS and Local Interventions	1 day of Saturday School OR ISS & Local Interventions	3 days OSS and Local Interventions
Level 3	3 days OSS and Local Interventions	10 days OSS and Local Interventions; hearing referral/recommendation of	3 days OSS and Local Interventions	10 days OSS and Local Interventions; hearing referral/recommendation of

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

SW Referral initiated after 1st infraction – DFCS notification is necessary for any student 16 and under who has a tattoo, brand or piercing
Combination of local interventions, supports, and disciplinary response may be appropriate

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 Level 3	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum
1st infraction +	Local Interventions & Alternatives to Suspension	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 infraction, he/she may be permitted by the hearing officer to enroll in the regular public school program during grades 9-12.
Restorative practices are recommended to repair harm 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 Level 3	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum
1st infraction +	Local Interventions & Alternatives to Suspension	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 harm Notify the appropriate Associate Superintendent
 Contact Safety and Security – Criminal charges may apply Combination of local 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 Level 2-3	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum
1st infraction +	1 day OSS and a hearing referral	10 days OSS and a hearing referral with a recommendation of long term suspension/expulsion	5 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 harm Notify the appropriate Associate Superintendent Contact Safety and Security – Criminal charges may apply Combination of local interventions, supports, and disciplinary response may be appropriate				

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

5.20 PROPERTY RELATED INFRACTIONS

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

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

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

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 2-3 disciplinary responses for this infraction.

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

5.20.1- 5.20.4 Level 1-3	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum
Level 1	Local Interventions & Alternatives to Suspension	3 days of detention	Local Interventions & Alternatives to Suspension	3 days of Detention ORIS
Level 2	1 day of ISS & Local Interventions	3 days OSS and Local Interventions	1 day of Saturday School OR ISS & Local Interventions	3 days OSS and Local Interventions
Level 3	3 days OSS and Local Interventions	10 days OSS and Local Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and Local Interventions	10 days OSS and Local Interventions; hearing referral/recommendation of long term suspension, expulsion, or assignment to alternative school.
Restorative practices are recommended to repair harm				

Parent conference should occur prior to student return to school Contact Safety and Security – Criminal charges may apply Combination of local interventions, supports, and disciplinary response may be appropriate

SEXUAL INFRACTIONS 5.21.1

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

5.21.2 Indecent Exposure: No student shall expose one’s intimate body parts or “moon” in public. Intimate body parts include the primary genital area, anus, groin, inner thighs, or buttocks of a male or female and the breasts of a female.

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

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

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

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

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

5.21.1 - 5.21.4	Element ary	Mid dle
----------------------------	------------------------	--------------------

Level 1-3	Minimum	Maximum	Minimum	Maximum
Level 1	Local Interventions & Alternatives to Suspension	3 days of detention	Local Interventions & Alternatives to Suspension	3 days of detention ORISS
Level 2	1 day of ISS & Local Interventions	3 days OSS and Local Interventions	1 day of Saturday School OR ISS & Local Interventions	3 days OSS and Local Interventions
Level 3	3 days OSS and Local Interventions	10 days OSS and Local Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and Local Interventions	10 days OSS and Local Interventions; hearing referral/recommendation of long term suspension, expulsion, or assignment to alternative school.
Restorative practices are recommended to repair harm SW Referral – DFCS notification may be necessary Parent conference should occur prior to student return to school Combination of local 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.

5.21.5 Level 3	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum
1st infraction	3 days OSS	10 days OSS and a hearing Referral	5 days OSS	10 days OSS and a hearing referral
2nd infraction	5 days OSS	10 days OSS and a hearing referral with	10 days OSS and a hearing referral with a recommendation	

		recommendation of long term suspension/expulsion	of long term suspension/expulsion
3rd infraction	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	
Restorative practices are recommended to repair harm 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 local 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.

5.21.6 Level 3	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum
Level 1	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
Level 2	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	
Level 3	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	
<p>SW Referral – DFCS notification 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 local interventions, supports, and disciplinary response may be appropriate</p>				

5.23 TECHNOLOGY infractions 5.23.1

Hacking or Altering School Technology:

Students will not attempt to or disrupt the school technology resources by destroying, altering or otherwise modifying technology. Students will not engage in any activity that monopolizes, wastes, or compromises school technology resources. Actual or attempted hacking is strictly prohibited. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-3 disciplinary responses for this infraction. (See sections 4.1 – 4.3, 4.4).

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

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

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

- Advocates illegal or dangerous acts;
- Causes disruption to AUA, 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 infractions

5.23.1 - 5.23.3 Level 1-3	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum
Level 1	Local Interventions & Alternatives to Suspension	3 days detention	Local Interventions & Alternatives to Suspension	3 days of Detention OR ISS
Level 2	1 day of ISS & Local Interventions	3 days OSS and Local Interventions	1 day of Saturday School OR ISS & Local Interventions	3 days OSS and Local Interventions
Level 3	3 days OSS and Local Interventions	10 days OSS and Local Interventions; hearing referral/ recommendation of long-term suspension	3 days OSS and Local Interventions	10 days OSS and Local Interventions; hearing referral/recommendation of long-term suspension, expulsion, or assignment to alternative school.
Restorative practices are recommended to repair harm Combination of local 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.

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

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

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

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

A dangerous weapon also includes any weapon commonly known as a "rocket launcher," "bazooka," or "recoilless rifle" which fires explosive or non-explosive rockets designed to injure or kill personnel or destroy heavy armor, or similar weapons 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 anti personnel 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 weapons used for such purpose. **MANDATORY DISCIPLINE HEARING.**

5.25.1 Level 3	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum
1st infraction +	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, ballistics knife, any other knife having a blade of two or more inches; any razor blade (e.g., straight, regular, retractable, etc.); box cutter; any bludgeon (e.g. billy club, PR-24, night stick, spring stick, blackjack, club); any firearm muffler or firearm silencer; "look-alike" bomb; any "martial arts" device or flailing instrument consisting of two or more rigid parts connected in

such a manner as to allow them to swing freely (e.g., 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 2-3	Elementary		Middle	
	Minimum	Maximum	Minimum	Maximum
1st infraction	1 day OSS	10 days OSS and a disciplinary 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 the alternative school
2nd infraction	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 local 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 "lookalike" firearm, toy guns, or plastic disposable razor or sling shot. Depending on age of student, level of severity or repetition, the administrator may utilize interventions, supports, and Level 1-3 disciplinary responses for this infraction. (See sections 4.1 – 4.3, 4.4). Factors to be considered in determining the disciplinary response will include, but not be limited to: age, maturity level of student, willfulness and intent, and the weapon involved. Notify the appropriate Associate Superintendent - Contact Safety and Security – Criminal charges may apply

6. Disabilities Education Act (IDEA): Nothing in this Code of Conduct shall be construed to infringe on any right provided to students pursuant to the federal Individuals with Disabilities

Education Act (IDEA), Section 504 of the Federal Rehabilitation Act of 1973, or the federal Americans with Disabilities Act (ADA) of 1990.

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

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

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

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

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

9. REPORTING TO LAW ENFORCEMENT: In addition to discipline of students by AUA, 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 AUA that an infraction has occurred which may

constitute criminal behavior, the officials and employees of AUA 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, AUA 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.

10. Discipline Intervention Process (DIP): Atlanta Unbound Academy is a place with high expectations and many students need additional support to meet our expectations. We provide this support through our Discipline Intervention Process (DIP), it begins once

1. We notice a student consistently struggling to adhere to the discipline code or
2. The student is suspended for a level 2 or 3 infraction behavior.

We require that everyone involved in a child's success participate in consequences assigned to their child in order to gain their support and understanding of the problems that continue to arise. Our goal is to provide additional support and interventions to promote positive behavior change because we want every child to succeed. We recognize that some of our students may need a different and specialized approach, and we provide this with DIP. The DIP follows these steps:

Tier 1 contract: Facilitated by the assistant principal, a tier 1 (T1) is a student-led meeting with the student, parent/guardian, and/or content teachers. Students receive a T1 when they are repeatedly earning demerits for the same infractions, repeatedly earning referrals, and suspension(s). A T1 is organized and co-facilitated by the student's teacher and the administrator. The team creates a 30-day data-based contract in which the student sets measurable 30-day goals and each stakeholder determines their roles and support in supporting these goals. The team meets again in 30 days to determine if the student met goals.

-If goals were met, the DIP ends.

-If goals were not met, but progress is made, the T1 continues.

-If goals were not met, DIP proceeds to a Roundtable.

Tier 2 contract: Facilitated by the assistant principal, a Tier 2 (T2) is a meeting with the student, parent/guardian, and often the principal. The assistant principal arranges the meeting, sets measurable, data-based, 30-day goals, and determines the stakeholders' roles and support in supporting these goals. All Roundtable students are offered evidence-based behavioral supports.

-If goals were met, the DIP ends.

-If goals were not met, but progress is made, the T2 continues.

-If goals were not met, DIP may proceed to a disciplinary hearing.

11. Truancy: When a child is absent, parents, guardians, or other persons who have control of a child enrolled in AUA 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 infraction.”

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

BOARD MEETING PARTICIPATION POLICY

All Atlanta Unbound Academy board meetings are open to the public. Meeting dates and times are available on the AUA website (www.atlantaunboundacademy.org).

Time is set aside at each of its regularly-scheduled quarterly meetings to provide stakeholders the opportunity to address the board. The public comment period is designed to gain input from the public and not necessarily for immediate responses by the board. Individuals who wish to address issues related to an individual should communicate directly with the AUA Board Chair or by following the established grievance process outlined in the student/parent handbook (if applicable). Individuals who wish to address the board at a board meeting will be required to sign up in advance of the meeting by emailing the AUA Board Chair at least 24 hours in advance (jgreen@atlantaunboundacademy.org).

- Speakers should be courteous and professional. The presiding board officer may terminate public comments that are profane, vulgar or defamatory.
- Speakers will be heard in the order in which they called in.
- Speakers have three (3) minutes each and must stop speaking promptly when signaled.
- The board reserves the right to cap the public comment period to the first five (5) parents who sign up.
- Speakers may not address confidential student or personnel matters, but may submit such concerns to the board in writing.
- Board members are not required to respond to the comments during the meeting. If follow-up is necessary, the appropriate staff or a representative of the board will follow-up in a timely manner via email, letter, or telephone.

PARENTAL DISCRETION

In the event of delay or closure, Atlanta Unbound Academy will make every effort to provide rigorous instruction and maintain as many regular school day activities as possible. We respect

a parent's right to keep their child at home if they believe weather conditions are a risk to their child's safety. Parents must notify the school of a student's absence, and these absences or late arrivals may be excused.

PARENT/GUARDIAN COMPLAINT PROCEDURE

Atlanta Unbound Academy is committed to keeping the line of communication open between parents, school staff, and central office staff. However, should the parent/ guardian of an Atlanta Unbound Academy student feel that an issue has not been adequately addressed or resolved at his/her child's school, we encourage direct communication with the Executive Director and Director of Operations.

Alaina Chipman-Leeks
Executive Director/Founder
achipmanleeks@atlantaunboundacademy.org