DUBOIS
INTEGRITY ACADEMY
PARENTS AND SCHOLARS HANDBOOK

Amended: April 21, 2022

DUBOIS INTEGRITY ACADEMY

Parents and Scholars Handbook

It's a Great Day to Learn the DuBois Way!

DuBois Integrity Academy Administration reserves the right to revise or modify this handbook at any time.

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DUBOIS INTEGRITY ACADEMY

GOVERNANCE BOARD

Mrs. Deatrix (Dee} Morris RET USAF LTC, Board Chair

Mrs. Sonya Lewis, MED, 35 Yr Veteran Educator, Board Vice Chair

Mr. Charles Merritt, CPA, Board Treasurer

Mr. Robert (Bo} Culver, CPA, Board Secretary

Attorney Robert L. Mack, Board Member

Kenneth Mitchell, Board Member

Gwenetta Ross, Board Member

EXECUTIVE ADMINISTRATION

Mr. Craig Cason, Founder & Executive
Dr. Stephanie Payne, Principal
Mr. Myron Jones, Assistant Principal, Dean of Students & Parent Affairs
Ms. Catrina Moore, Assistant School Principal
Dr. Willie Herenton, CEO, DuBois Charter School Consortium

A Message from the Principal

Dear DuBois Integrity Academy Parents, Scholars and Stakeholders,

Welcome to DuBois Integrity Academy K-5 State STEM Charter School! I am proud to be the Principal of DIA. I have been in education for 28+ years. We are looking forward to an experience of imparting a trim academic foundation for your child to build upon. We are focused on becoming a premier K-5 Charter School in Clayton County. Our goal is to educate the whole child, and keep the best interest of our scholars at the forefront of every decision we make as we want to prepare them to become "global leaders" of their generation.

We deeply value the decision you have made to enroll your child at DIA. and we will honor your decision everyday by providing high-quality, college- preparatory, STEM stimulating instruction aligned with your child's individual needs that will motivate them to achieve and excel. Every teacher at DIA will work tirelessly to ensure that our scholars have the support they need to grow and develop into confident learners.

My goals as principal of DIA include but are not limited to increasing student's achievement through teacher quality and instructional effectiveness in the classroom and parental involvement. Our charter school will incorporate nationally-recognized STEM, reading and literacy, math, social studies, and enrichment curriculums that are focused on student achievement.

The scholars and stakeholders of the DuBois Integrity Academy Community deserve the best. I have a vested interest in our county. I am a resident and proud mother of a DuBois Integrity Academy Scholar. I will work hard to continue the legacy of success and achievement establish by our historical academic pioneer Dr. W.E.B. DuBois.

Thank you for your continued support and I look forward to working with your family this year and beyond.

As you read this handbook, it will communicate important information about our school practices, procedures, and guidelines. Our pillars will help scholars reach their full potential by creating a learning environment that is conducive to learning at high levels. Keep this handbook to refer to it as needed, and feel free to contact us should you have any questions orconcerns.

Sincerely,

Dr. Stephanie D. Payne, Principal
DuBois Integrity Academy

OUR VISION

The Vision of DuBois Integrity Academy *- The Vision of DuBois Integrity Academy is to be a Blue Ribbon High Performing Charter District preparing students to compete globally*

OUR MISSION

The Mission of DuBois Integrity Academy *is to prepare college and career ready scholars who are confident and inquisitive lifelong learners.*

What We Believe -

THE TEACHERS, ADMINISTRATORS AND STAFF AT DUBOIS INTEGRITY ACADEMY ARE UNITED IN THEIR BELIEF THAT ALL CHILDREN:

- **Have the power to learn**
- **Are curious and creative**
- **Can succeed**

No two students have exactly the same skills or learning styles. That's why we create an individual learning plan for every child. Our plan combines direct instruction, small-group work, and one-on-one instruction in a way that works for your student. **WE LOVE BEING EDUCATORS AT DIA!**

DUBOIS INTEGRITY ACADEMY CREED

WE ARE DUBOIS INTEGRITY ACADEMY SCHOLARS

WE ARE DESTINED FOR GREATNESS

WE ARE READERS, LEADERS, AND CREATORS

WE ARE EXCELLENT IN CHARACTER AND BEHAVIOR

WE ARE THE PROMISE OF THE AMERICAN DREAM

PREPARING TO COMPETE GLOBALLY

WE ARE CHAMPIONS!

WE GOT THIS!!!

DUBOIS INTEGRITY ACADEMY

A STEM CHARTER SCHOOL

STEM ACADEMY

Science Technology Engineering Math

DuBois Integrity Academy will offer a STEM curriculum for students In Kindergarten through Grade 5. A world-class education begins the moment your child enters our school doors. STEM which is an acronym for educational standards centered on Science, Technology, Engineering, and Math. Educators realize that children in the United States are falling behind other industrialized countries in science, math, and other technological skills needed to compete globally.

DIA will help close this gap by ensuring our Scholars have dally exposure to the best educational practices possible. STEM offers promising practices that have been shown to be highly effective in raising achievement, and preparing students for college at an early age and beyond. Our HIGH EXPECTATIONS begin in Kindergarten, and continues throughout the school for EVERY SCHOLAR.

GEORGIA STEM INITIATIVE

GEORGIA'S NEXT GENERATION SCIENCE STANDARDS

Business leaders in Georgia have sounded an alarm. They cannot find the science, technology, engineering and mathematics (STEM) talent they need to stay competitive. Students' lagging performance in K-12 is a critical reason why.

To address this challenge, Georgia is raising the bar. The state has joined 44 others in adopting high math standards for K-12-the Common Core State Standards-and is working with other states to create rigorous assessments aligned to those standards. These are promising steps, but the state must do more to succeed amid profound political, practical and financial challenges.

Georgia needs to ensure that schools and students have opportunities to meet a higher bar. The good news is that students have made real progress in math over the past decade. Yet not enough students get the chance to learn rich and challenging content that prepares them for college and careers. Few eighth graders have teachers with an undergraduate major in math or science. Large racial and ethnic achievement gaps persist in Georgia, as in all states.

Georgia sees less bang for its buck than many other states when it comes to its educational investments. Smart investments will be critical as business leaders' work with educators and state leaders to tackle new reforms in lean times. Science is the next frontier for better standards and higher expectations. Twenty" six states, including Georgia, are collaborating on common "Next Generation" content standards in science.[1]

STEM: A NATIONAL PERSPECTIVE

America is losing its competitive edge in the fields of science, engineering and math. In the United States, student achievement in mathematics and science is lagging behind students in much of Asia and Europe. International test scores tell us that in science U.S. eighth-graders were outperformed by eighth-grade students in Singapore, Chinese Taipei, Republic of Korea, Hong Kong SAR, Estonia, Japan, Hungary, and Netherlands. In math, U.S. eighth-graders were outperformed by their peers in 14 countries: Singapore, Republic of Korea, Hong Kong SAR, Chinese Taipei, Japan, Belgium, Netherlands, Estonia, Hungary, Malaysia. Latvia, Russian Federation, Slovak Republic, and Australia. The 2010 ACT College and Career Readiness report found only 29% of the tested 2010 graduates are considered college-ready in science and 43% are considered college-ready in math.

DUBOIS INTEGRITY ACADEMY STEM

We believe, "It's never too early for children to DREAM about their future." How can we expect students to dream of their lives in the future if they don't know what they can dream about? DIA's STEM curriculum will give our students motivation to "dream BIG." At DIA, we want our Scholars to love learning. Our STEM Academy will be hands-on, and include science-inquiry labs, and projects-based learning that have meaning and purpose such as doing our part to reduce pollution, and create a healthier planet.

Our teachers will be trained to deliver the highest quality STEM lessons based on the Next Generation Science Standards, and Georgia Core Standards. Teacher professional development will include:

- **A better way of teaching students to understand STEM,**
- **Personalizing STEM learning in the classroom,**
- **Making STEM relevant in the lives of students,**
- **STEM professional learning communities,**
- **Incorporating STEM and project-based learning in the classroom,**
- **Infusing technology into science education.**

We believe that learning should be rigorous, intensive, meaningful, and stretching (going beyond the easy stuff to the big ideas). If we can excite our children, they will want to learn about STEM, and where it can take them in the future. Our Scholars will be encouraged to always "work hard." Because of their effort and hard work, they will achieve more than they may believe possible. Our goal is to create life-long learners that don't give up when something gets hard, but to push until they conquer it with a smile on their face; because they are champions!

DUBOIS INTEGRITY ACADEMY OPERATING PRINCIPLES

At DIA, we share a set of 5 core operating principles known as DIA's 5 PILLARS.

DUBOIS INTEGRITY ACADEMY 5 PILLARS

1 **Culture of High Expectations**	DuBois Integrity Academy sets high expectations for student learning and behavior. We infuse SMART (Specific, Measurable, Action-Oriented, Realistic, and Time-Sensitive) goals into teaching and learning. Regardless of a child's socio-economic background or past achievement. our teachers and administrators demonstrate a relentless pursuit of excellence for ALL students. Our school's culture is responsive to the needs of students. The school culture is strategically designed to reinforce high behavioral standards through a school-wide system of positive reinforcement. rewards, and consequences that encourage scholars stay on track. get back on track, and move forward.
2 **Date-Driven Decisioning**	DuBois Integrity Academy focuses on improving student learning results and achievement. Our Principal. and teachers will ensure scholars receive on-going formal and informal assessments that measure student performance based on local. state, and national standards. We believe every scholar will achieve. and we neither give nor accept excuses when it comes to providing a high-quality education. Our scholars will receive academic assistance and tutoring based on their needs to ensure they successfully matriculate through school, and enable them to compete in the nation's best middle schools, high schools, and colleges.
3 **More Time to Learn**	DuBois Integrity Academy keeps a laser-precision focus on student learning. We are willing to do "whatever it takes" to keep our scholars actively engaged in the learning process including offering after school and summer school extended learning programs. More time to learn affords scholars the opportunity to keep up and in some cases catch up, and accelerate their learning. Our focus on increasing the quality of student learning will permeate the school day, and continue in the after school. summer school academic and extracurricular programs.
4 **Empowered Leadership**	DuBois Integrity Academy Principal has extensive background and experience in education, curriculum, and transformational leadership. Great schools must be led by superb leaders who create highly focused learning environments that include best practices. research-based curriculum. results-driven learning, and parental involvement.
5 **My School, My Choice Commitment**	DuBois Integrity Academy faculty and staff "chose" to be at our charter school. They made the choice because they desire to be a port of something specially designed for student success. Each curriculum. budget. and leadership decision is made with scholar achievement at the forefront. Each faculty member hos committed to putting in the time necessary to promote extraordinary learning.

DUBOIS INTEGRITY ACADEMY CORE VALUES

DIA's CORE VALUES are aligned with our mission, vision, and goals.

Core Values	What the Core Value Means	Key Messages	How It Looks in Action (Key Behaviors)	Impact on School Culture
Sharing (Kindergarten)	**We believe that learning to share with one another is important to building empathy and good citizenship.**	✓ Sharing is kindness ✓ Sharing shows concern for one another ✓ Sharing is cooperative ✓ Sharing shows unselfishness	**Adults:** ✓ I model the sharing when I share ideas, and materials with colleagues **Scholars:** ✓ I share with my fellow scholars	**The DIA School Community will:** ✓ Share with one another ✓ Demonstrate collegiality through sharing ✓ Refrain from selfish behaviors and attitudes
Hope (First Grade)	**We believe Hope is the inspiration that drives us to be the best we can be for ourselves, our teachers, our parents, and our community.**	✓ Hope is future-focused ✓ Hope helps us keep going when life gets tough ✓ Hope allows us to process disappointments by encouraging us to keep trying ✓ Hope is asking for help when you need it	**Adults:** ✓ I model hope by believing and preparing scholars for college **Scholars:** ✓ I show hope by believing I can do it ✓ I show hope when I don't give up	**The DIA School Community will:** ✓ Interject hope into the lives of scholars through lesson and activities that show the triumph of the human spirit ✓ Teach GRIT: When the going gets tough, the tough get going
Trust (Second Grade)	**We believe trust must be earned; because it encourages us to work hard to be better people, and better role models for those who are counting on us.**	✓ Trust is earned when we do the right things ✓ Trust takes time and commitment ✓ Trust is the responsibility of each one (administrators, teachers, staff, parents, and scholars)	**Adults:** ✓ I model trust when I respect the dignity of children who are vulnerable to adults entrusted with their education and feelings **Scholars:** ✓ I show trust when I cooperate with my teachers and do what they ask me to do ✓ I show trust when I complete assignments to the best of my ability	**The DIA School Community will:** ✓ Practice Collegiality adults-to-adults ✓ Build trusting relationships with scholars through dignity of who they are as growing and developing children ✓ Show trust by not gossiping ✓ Cooperate with the Principal, other staff, and instructional leaders. ✓ Be honest with parents about what their child did or didn't do
		✓		

Core Values	What It Means	Key Messages	How It Looks in Action (Key Behaviors)	Impact on School Culture
Respect (Third Grade)	**We believe schools are great places when adults and children show respect for one another in words, actions, deeds, and attitudes.**	✓ Respect is important to building a positive school culture ✓ Respect must be genuine ✓ Respect must be modeled by adults for children to see in action and understand its importance ✓ Respect is shown by the building Principal toward teachers and vice versa ✓ Respect is shown toward school adults, parents, school guests, visitors, and community members	**Adults:** ✓ I model respect when I show respect toward other adults at school ✓ I model respect when I take the time to listen to the concerns of scholars ✓ I model respect when I take the time to listen to the concerns of parents **Scholars:** ✓ I show respect when I take turns with classmates ✓ I show respect when I listen carefully to my teacher, and does what he or she asks of me	**The DIA School Community will:** ✓ Shows respect for one another in words, actions, deeds, and attitudes ✓ Demonstrate respect for scholars in words, deeds, actions, and attitudes ✓ Demonstrate respect for parents in words, deeds, actions, and attitudes ✓ Shows respect toward guests, visitors, and community members
Honesty (Fourth Grade)	**We believe honesty is the best policy and should be exercised on a daily basis among all school adults, scholars, and parents.**	✓ Honesty is telling the truth. ✓ Honesty is a way to solve problems ✓ Honesty adults lead to greater trust and achievement	**Adults:** ✓ I model honesty when I tell the truth ✓ I model honesty when I do my own work **Scholars:** ✓ I show honesty when I tell the truth	**The DIA School Community will:** ✓ Shows honesty when we tell the truth about what we say, do, or have done, and admit to mistakes and strive to correct them
Teamwork & Leadership (Fifth Grade)	**We believe teamwork is important to school success; because it paves the way for us to work together and cooperatively for the good of everyone.** **We believe leadership is important to**	✓ Teamwork is working together toward common goals and objectives ✓ Teamwork is pulling together to solve problems, get through difficult times, or support a team member who needs help ✓ Leadership is leading by example paying	**Adults:** ✓ I model teamwork when I participate in staff meetings, and PD ✓ I model teamwork when we help one another **Scholars:** ✓ I show teamwork by working together with other scholars	**The DIA School Community will:** ✓ Shows teamwork by collaborating, meeting, and training together to ensure scholars at the school receive a high quality education

	fulfilling our purpose and destiny in school and life; because leaders show good character, a willingness to help others, and serve as role models for their fellow scholars.	careful attention to our thoughts, words, deeds, and actions to ensure the examples set are positive and mission focused. ✓ Leadership is showing others how to accomplish their goals, help others, and be a friend.	**Adults:** ✓ I show leadership by doing my part to ensure our school's mission, vision, goals, and objectives are met successfully. ✓ I model leadership by mentoring other who may need some help, guidance, and offering suggestions to improve our school. **Scholars:** ✓ I show leadership by serving as "ambassadors of student leadership" for my school, providing school tours for guests, being a spokesperson for what we are learning, and serving on school's student leaders and school improvement committees.	**The DIA School Community will:** Shows leadership by becoming a high-performing charter school, and by educating the whole child based on individual learning, social, and interpersonal needs. We will accept nothing less than the BEST from our scholars, and encourage each one to work hard in class to complete assignments.

COMMITMENT TO EXCELLENCE

DIA Staff commits to fulfilling our mission and vision in the following ways:

1.) We will arrive at our school and report for duty daily by 7:30 AM (Monday- Friday).
2.) We will remain at our school until 4:00 PM (Monday and Friday).
3.) On Tuesdays, I will remain at school until 5:00 or 5:30 PM for Staff Meetings or Professional Development sessions as scheduled by the Principal.
4.) One day a week, I will remain at school until 5:00 PM for Parent Conferences.
5.) We will demonstrate SHARING by caring, supporting, and encouraging each other.
6.) We will have HOPE that our hard work matters to those around us, and we will a positive impact on the lives of scholars, and have confidence they will have a promising future.
7.) We will TRUST in the ability of ourselves and our colleagues to educate our scholars in ways that increase their academic achievement, and prepares them for college.
8.) We will RESPECT one another in words, deeds, actions, and attitudes. We will model respect for our scholars. and expect respect from them.
9.) We will demonstrate HONESTY every day by telling the truth, speaking the truth, and leading our scholars in a positive direction.
10.) We will show TEAMWORK and LEADERSHIP by collaborating with one another around effective instructional practices. strategies, and best practices to create a superb learning environment, and school culture for scholars.
11.) We will teach using research-based curriculum, best practices. and materials, and do *whatever It takes* to help our scholars learn and achieve.
12.) We will always make ourselves available to scholars, parents, and address any concerns or questions they may have.
13.) We will always do our best to make sure our scholars and parents feel valued and respected.
14.) We will always protect the safety, interests, and rights of all individuals in our classrooms.
15.) *Paraprofessionals agree* to remain at our school on Tuesdays to 5:00 PM or until after the *After School Academy* Teacher returns from Staff Meetings or Professional Development sessions.

Failure to adhere to these commitments can lead to our being de-selected as a DIA staff member.

Signature_____Date _____

COMMITMENT TO EXCELLENCE

FAMILY COMMITMENT:

We commit to fulfilling DIA's mission and vision in the following ways:

1.) We will make sure that our child arrives at school every day between 7:15-7:30 AM (Monday- Friday).

2.) We will honor and reinforce our **DIA Core Values:** Sharing, Hope, Trust, Respect, Honesty, and Team work!

3.) We will help our child in the best way we know how and we will do whatever it takes for him/her to learn.

4.) We will check our child's homework and sign the behavior report every night, contact the teacher if there is a problem with the homework, and try to read with him/her every night.

5.) We will always make ourselves available to our children, the school, and any concerns they might have.

6.) We will notify the office as soon as possible if our child is going to miss school, and we will read carefully all the papers, emails, ad correspondence that the school sends home to us.

7.) We will allow our child to go on educational field trips.

8.) We will make sure our child follows the **DIA School Dress Code** and **Student Code of Conduct** behavior standards.

9.) We understand that our child must follow the school expectations so as to protect the safety, interests, and rights of all individuals in the classroom. As parents, we, not our school, are responsible for our child's behavior and actions.

We understand that not fulfilling these commitments will result In consequences for our child's academic progress, growth as a students, and his/her privileges at DuBois Integrity Academy.

Parent Signature_____ **Date** _____

Student Signature _____ **Date** _____

COMMITMENT TO EXCELLENCE

SCHOLAR'S COMMITMENT:

I promise that:

1.) I will come to school every day ON TIME.
2.) I will WORK HARD and do my best, keep trying, and I will never give up.
3.)I will do my HOMEWORK and bring it back to class the next day.
4.) I will be KIND and CONSIDERATE to my teammates and teachers and apologize if I make a mistake.
5.) I will wear my SCHOOL UNIFORM every day.
6.) I will FOLLOW my teachers' instructions.
7.) I will SHARE class materials with my teammates.
8.) I will have HOPE in myself and my teammates' ability to go great work.
9.) I will TRUST my ability to grow, achieve, and learn new things.
10.) I will have RESPECT for myself, my teammates, and my teachers and staff at the school.
11.) I will show HONESTY by telling the truth, completing my own work, never cheating, and doing the right thing, even when no one is looking.
12.) I will believe in the power of TEAMWORK and LEADERSHIP-by working together, we can accomplish more.

I understand that If I do not keep these promises, I will lose privileges and It will make It harder for me to have good achievement at school.

Print Name: _____ **Date:**_____

FY21 – Parent Compact

6479 Church St.
Riverdale, GA 30274
770-997-4860

Dr. S. Payne - *Principal*
Ms. Catrina Moore - *Asst. Principal*
Mr. M. Jones– *Assistant Principal*
Dean of Students & Parent Affairs
Ms. G. Hunt – *Counselor*

2020-2021 Revised 07/20/2021 This compact was jointly developed.

What is a School-Parent Compact?
A compact describes how we will strive to work together as parents, scholars, teachers, and administrators to make sure all DuBois scholars achieve success at the highest standard.

Who are the Stakeholders?
Parents ~ Students ~ Teachers ~ Administrators

What's our Goal?
The percentage of students scoring at Developing Learning or above on the Georgia Milestone Lang. Arts will increase by five percent. The percentage of students scoring at Developing Learning or above on the Georgia Milestone math will increase by five percent. The percent of DIA K-5th grade students scoring proficient in Math and Reading on MAP will increase annually10 point from Fall to Spring.

Date _____

Parent/Guardian Signature _____

Teacher Signature _____

Student Signature _____

Administrator Signature _____

Responsibilities

PARENT /GUARDIAN RESPONSIBILITIES

I want my child to achieve, therefore I will:

- Make certain my child attends school regularly and on time.
- See that my child is well-rested and has breakfast each day.
- Set aside a specific time and place for homework in math and reading, assisting as necessary.
- Attend parent-teacher conferences and communicate regularly with my child's teacher to ensure his/her academic success in math and reading.
- Support the school and staff in maintaining proper discipline.
- Ensure my child abides by the dress code.
- Check my child's homework folder in math and reading and agenda daily for correspondence.

SCHOLARS RESPONSIBILITES

It is important that I learn, therefore I will:

- Attend school regularly and on time to improve my math and reading skills.
- Complete assignments and homework in math and reading.
- Come to school prepared with supplies to study math and reading.
- Work cooperatively with classmates, teachers, and staff.
- Abide by the school dress code.
- Follow all school norms: (SLANT)

Sit Up
Listen
Ask Questions
Nod
Track the Speaker

TEACHER RESPONSIBILITIES

It is important that my scholars achieve, therefore I will:

- Hold high expectations for all scholars, believing that all scholars can learn in math and reading.
- Show respect for all scholars and for their families as they work together to improve math and reading skills.
- Provide high-quality instruction in math and reading in a supportive and non-threatening environment.
- Communicate regularly with my scholars and their families through conferences, agenda's, phone calls, and Class Dojo by giving tips and activities related to math and reading.
- Update Infinite Campus weekly.
- Promote and model school norms.

Strategies to meet our Goals

Teachers, Parents, Students, and the School will collaborate to meet the needs of our Scholars by:

- Parent Nights are provided throughout the year to promote literacy and math strategies as well as fluency.
- Technology workshops are provided to parents. Parents are trained on the technology that students use in their classroom as well as at home to complete assignments and connect with their teachers.
- Parents are given newsletters and pacing to inform them of what students are learning in their classes.

PARENT NOTIFICATION LETTER

Right to Know Professional Qualifications of Teachers and Paraprofessionals

Dear Parents,

In compliance with the requirements of the Elementary and Secondary Education Act the **DuBois Integrity Academy** would like to inform you that you may request information about the professional qualifications of your student's teacher(s). The following information may be requested:

1) Whether the teacher has met the Georgia Professional Standards Commission's requirements for certification for the grade level and subject areas in which the teacher provides instruction;
2) Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification criteria have been waived;
3) The college major and any graduate certification or degree held by the teacher;
4) 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 Dr. Stephanie Payne, at (770)997-4860.

Sincerely,

Dr. Stephanie Payne, Principal
Du Bois Integrity Academy

PARENT VOLUNTEER INFORMATION

Du Bois Integrity Academy Parent Volunteer Information

Du Bois Integrity Academy emphasizes and supports the use of parent volunteers within the school community while ensuring the safety of all scholars at **Du Bois Integrity Academy**. We strongly encourage each parent/family to volunteer at least 30 hours during the school year. Parents offering to volunteer during the school day will be assigned to a specific duty by the administrative team.

School safety is a top priority. By keeping track of parents who have agreed to volunteer at the school we can ensure that every adult who is on campus should be on campus. We can keep track of those individuals if presented with an emergency situation during the school day.

SCHOOL PROCEDURES FOR BACKGROUND CHECKS

After much consideration and consultation with the Georgia Department of Education and The State Charter School Commission of Georgia, the Governance Board of Du Bois Integrity Academy has adopted the following policy for Parent Volunteers.

All parents/guardians that volunteer or participate in activities involving Du Bois Integrity Academy Students during school hours or school sponsored field trips by state law must attend a "Mandated Reporting Seminar on Child Abuse & Neglect " and receive a certificate of completion. FERPA Guidelines for parent/ guardian volunteers require that ALL parent volunteers must watch a very brief (about 3 minute) video that outlines the FERPA guidelines that must be followed and how they relate to volunteers working in schools. Anyone volunteering must watch the video and sign the agreement.

All parents/guardians that volunteer or participate in activities involving Du Bois Integrity Academy Students during school hours or school sponsored field trips must complete a criminal background check and submit evidence of compliance confidentially to the School Administrative office located at 6504 Church Street, Riverdale, Georgia 30274. You can obtain the criminal background check by visiting the Headquarters of the Clayton County Police Department located at 7911 N McDonough Street, Jonesboro, Georgia 30236. The fee is $20.00 and they will process the document while you wait.

Parent Volunteer Expectations for DuBois Integrity Academy

All information that a parent comes across in the classroom is considered confidential and should not be discussed with other students, parents or staff outside of the classroom environment. For safety reasons, parents who volunteer at **Du Bois Integrity Academy** should check into the office prior to assisting in the classroom and sign inside of the Parent Volunteer Binder. Parents should list the classroom and timeframe they will be in that classroom. This way all school personnel know you are on campus and also know your exact whereabouts in the event of a disaster.

Parents are asked to check in with the administrative office and carry out the assigned directives. Parents are asked to wear a Parent Volunteer I.D. so that support staff can identify the parent while on campus. Parents must sign in daily.

Parents should not bring other children onto campus with them while volunteering. Parents are important to DIA and we encourage kind, positive and enthusiastic comments and actions by all **DuBois Integrity Academy** community members. **Please be aware that anything adults say or do is observed by children.**

Top 10 Things Parent Volunteers Can Do to Help

1. Joining and supporting the PTO.
2. Volunteer to chaperone an educational field trip.
3. Volunteer in my school's office, playworks or cafeteria.
4. Volunteer for our school's fundraising campaigns.
5. Volunteer to be a "Reading and Math Buddy."
6. Volunteer to be a tutor, mentor, or project partner.
7. Volunteer to help in our school's STEM Lab.
8. Volunteer to help with other school projects.
9. Volunteer my professional skills and expertise.
10. Volunteer to make copies for teachers and students of handouts and other needed classroom materials.

Parent Volunteer Agreement

I acknowledge that I am strongly encouraged; however, not required to volunteer at **Du Bois Integrity Academy a minimum of 30 hours during the school year**. I also acknowledge that by signing this Agreement and agreeing to abide by the requirements that I am setting an example for my child to follow at **DuBois Integrity Academy**. I agree to abide by the Parent Volunteer Agreement and requirements of **DuBois Integrity Academy** and pledge as follows:

1) I pledge that I will not enter **DuBois Integrity Academy** premises under the influence of alcohol, drugs, or any other intoxicating or hallucinating causing substances. I understand that if I attempt to enter **Du Bois Integrity Academy** premises under the influence of these substances I WILL NOT BE ALLOWED to enter.

2) I understand and agree that upon entry **DuBois Integrity Academy** premises I will refrain from using alcohol, tobacco products of any sort, drugs, or any other intoxicating/hallucinating causing substances. If I am found to have used any of these mentioned items while on the premises of **DuBois Integrity Academy**, I will be asked to vacate the premises, and I agree to LEAVE THE PREMISES AND NOT RETURN.

3) I understand and agree that should I be asked to exit the premises of **DuBois Integrity Academy for disrupting the educational environment,** I will not be allowed to re-enter the premises. I agree NOT to use profanity or exhibit any other loud disorderly unprofessional behavior on DIA premises.

4) I understand that if a concern arises dealing with a scholar (not my child), I will involve a teacher or faculty member; and in no way have inappropriate contact with children.

5) I understand that all information that I may come across is confidential and cannot be shared outside the classroom environment.

Parent Volunteer Printed Name: _____

Parent Volunteer Signature: _____

Date:_____**School Year:** _____

PARENT INVOLVEMENT OUTREACH PLAN

Our Outreach Strategies for Parental Involvement

Type I-Parenting

Assisting families with parenting and child rearing skills, understanding child and adolescent development, setting home conditions that support children as students at each age and grade level, and assisting schools to understand families

Type II-Communicating

Designing effective forms of school-to-home and home-to-school communications about school programs, skills required to pass all subjects in each grade, and children's progress

Type III-Volunteering

Recruiting, organizing, and recognizing volunteer help and support occurring in the school and outside of the school

Type IV-Learning at Home

Providing information and ideas to families about how to help students at home with homework and other curriculum related activities, decisions and planning

Type V-Decision Making and Advocacy

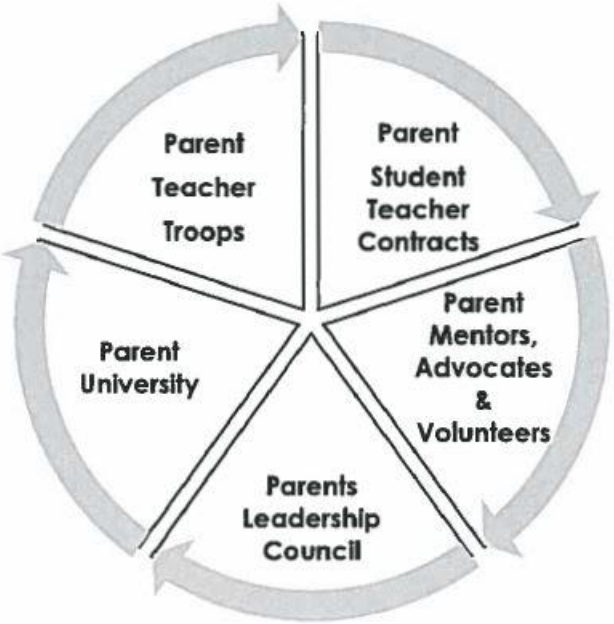
Including families as participants in school decisions and developing parent leaders and representatives from all groups

Type VI- Collaborating with the Community

Identifying and integrating resources and services from the community to strengthen school programs, family practices, and student learning and development

Source: Epstein Framework/or Six Types a/ School, Family and Community Partnerships

MODEL FOR PARENT AND FAMILY ENGAGEMENT



Parent/Student/Teacher Contracts: ***Contracts*** are written and communicated agreement between parents, teachers, and students that define a set of values, expectations and school culture that revolve high expectations for learning and behavior.

Parent Mentors, Advocates & **Volunteers:** ***Parent Volunteers*** will serve as their child's most "appreciated" advocate when it comes to ensuring their child(ren) is receiving a "quality" education without excuses. In doing so, parents will be encouraged to ask questions, take advantage of the school's open-door policy, provide suggestions and input and attend school board meetings and school events.

Parent Volunteers: Parents will serve as school volunteers upon agreed upon schedule, tasks, responsibilities, and experiences. Parents will serve as mentors which will include; but not be limited to serving as "tutors and reading and project buddies."

./ **Parents Leadership Council: Parents Leadership Council** is a group of parents selected by the school and their peers to serve as an empowerment to the Parent-Teacher Organization/Parent Leadership Council (PLC) for the Charter School Leader, the DIA Governance Board and other parents.

./ **Parent Ambassadors:** The PLC will also serve as Parent Ambassadors for the community at large focused school improvement.

./ **Parent University:** ***Parent University*** is a collection of strategies/ courses that the School Leader and consultants will use to immerse parents in authentic interactions with School staff and the Community to ensure a "connectedness" built around student achievement. parent involvement, and school safety goals.

./ **Purposeful Parent Involvement:** Parent University will engage parents in self-improvement initiatives such as financial literacy, health and wellness seminars, workforce development opportunities, and other parental training opportunities. Partnerships will be developed with colleges and universities and industry leaders to empower parents to break the cycle of generational poverty in the community.

./ **Parent/Teacher Troops:** ***The*** **Parent/Teacher Troop** is a Partnership between parents, school and teachers designed to accomplish these goals:

- Train unemployed parents and grandparents to serve as substitute teachers for the charter school in the event the teacher is sick or on other approved leave. (Background checks will be conducted prior to hiring subs.)
- Provide a respectful substitute teacher stipend to unemployed parents and grandparents who serve as substitute teachers. (The "It takes a village to raise a child approach.")
- Involve parents and grandparents in the charter school in meaningful ways while giving them pride and ownership in the school as a whole.

SCHOOL CONTACT INFORMATION

Administration: 6504 Church Street, Riverdale, Georgia 30274 Phone Number: (770) 629-1534 Fax Number: (678) 489-3866

Campus: 6479 Church Street, Riverdale, Georgia 30274 **K–3 and 5th Grades** Phone Number: 770-997-4860
Campus: 6712 West Fayetteville Rd., Riverdale, Georgia 30296 - **5th Grade Academy** (770)626-3542

BEFORE AND AFTER SCHOOL INFORMATION

- **Before School Care**: 6:00 AM – 7:30 AM – Fee: $15 per week per child
- **After School Care**: 4:00 PM – 7:00 PM – Fee: $45 per week for first child, $40 for second child, $35 for additional children.
- DIA NO Longer offers **EXTENDED CARE*;*** aftercare service ends at 6:30 PM
- Registration fee of $25.00 is required; for all children including drop in students (Money Order only)
- Drop in Before Care is $5.00 per day/Drop in After Care is $15.00 per day
- 1 week Before and After Care for 1 child is $60; 1 week Before and After Care for 2 children is $115.00
- After 7:000 PM, $5 per minute penalty per child will be charged
- Your child must be signed out of the After School Program by a Parent or designated person by 6:30 PM.
- Repeated Late Pick-Ups may result in your child being dismissed from the program.
- Days Open/Closed – The before school and after school program will be open each day school is in session. Regular school day attendance is mandatory in order for a student to attend aftercare. Before and Aftercare is not available during school breaks or staff professional development days.

ACADEMIC PROGRAM OVERVIEW

DuBois Integrity Academy was founded on the belief that every scholar's future will be a reflection of the education they received at our school. We take our responsibility of educating for the present and future very seriously.

TEACHERS ANDSCHOLARS EXPECTATIONS

Each Teacher and Scholar is expected to show leadership, compassion, and determination toward the pursuit of educational excellence. The following chart shows an overview of DIA's academic program.

DUBOIS INTEGRITY ACADEMY WEEKLY SCHEDULE

Subject Overview	Activities	Curriculum	
DIA Family Huddle	**Community Building:** • Pledge of Allegiance • DIA Pledge: WE GOT THIS!!! • School Song, • School Poem, • SLANT RAP Song for Academic Focus Begins and Ends Instruction	**Building a TLAC School Culture:** • Routines and Procedures Daily Review • Routines and Procedures Daily Practice • Routines and Procedures Practiced Consistently Throughout the School Day and School Year	**Implementation Overview:** • Scholars will promote a positive school culture and community, develop strong character, and engage in teambuilding activities, school culture instruction and academic review.
Morning Work/ Homeroom	**Teambuilding:** • Homeroom Morning Work • K-2 Calendar Math • Math Fact and Math in Action Practice	**Morning Meeting:** • The Responsive Classroom Morning Meeting Book (Daily Activities) by Roxane Kriete and Carol Davis	**Implementation Overview:** • DIA Scholars continuously build their school culture and community with structured morning work, homeroom activities. and academics led by their DIA Teachers.

Reading Academy Georgia CORE	**Reading Achievement:** • Phonemic Awareness/ Phonics (K-2) • Reading Whole Group Teacher-Led Direct Instruction • Reads Aloud and Shared Reading • Balanced Reading: • Reading Differentiated Small Groups	**Curriculum:** • Georgia CORE Curriculum Standards • https://www.georgiastandards.org/Georgia-Standards/Pages/default.aspx • https://www.georgiastandards.org/Frameworks/Pages/BrowseFrameworks/Frameworks.aspx • Literacy CCSS • http://www.corestandards.org/ • McGraw Hill "Reading Wonders" • Fiction and Non-Fiction Leveled Readers • Readers Mini-Lessons • Readers Workshop and Work Stations • Reading Blended Learning using Technology-Based Student Digital Learning Resources, Digital Devices and Tools for Teachers and Scholars	**Implementation Overview:** • Teaching and Learning Specifically Designed to Promote Scholar Learning, and High Achievement on the Georgia Milestones Assessment System. • http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx • DIA K-2 Teachers will lead scholars in phonemic awareness, phonics, spelling, sight word and vocabulary instruction • DIA Teachers will provide structured direct instruction for scholars based on state curriculum standards • DIA Teachers will incorporate daily read alouds and shared reading with focus on specific reading skills focus using reading resources that create a comprehensive Georgia Core, national CCSS, and enriched college-preparatory

			reading program. • DIA Teachers will work with small groups of scholars. Scholars will benefit from Georgia CORE and CCSS content strand practice, direct instruction, shared reading, guided reading, and balanced reading instruction including additional instruction in phonics, phonemic awareness and/or comprehension. Reading groups are flexible and fluid changing based on student learning needs and assessment data results.
	Writing Across the Curriculum and Language Development:	**Curriculum:** • Georgia CORE Curriculum Standards • https://www.georgiastandards.org/Georgia-Standards/Pages/default.aspx • https://www.georgiastandards.org/Frameworks/Pages/BrowseFrameworks/Frameworks.aspx • Literacy CCSS • http://www.corestandards.org/ • Integrated Language Development and Writing from McGraw-	• Teaching and Learning Specifically Designed to Promote Scholar Learning, and High Achievement on the Georgia Milestones Assessment System. • http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx • DIA Teachers will focus on "writing across the curriculum," and scholars will

		Hill's "Reading Wonders" • "Building Academic Vocabulary" by Robert Marzano • "Writers Workshop: The Essential Guide" by Ralph Fletcher • Scholar Writing Journal • Scholar Dictionary • Scholar Thesaurus • Academic Vocabulary and Spelling Word Walls • Cursive Writing Instruction and Practice, Grades 3-5 • Cursive Writing Models	engage in building their academic vocabulary, and using it to strengthen and practice topical and creative writing • DIA teachers will work with scholars in writers workshop and workstations, using blended learning activities that are well-planned, engaging, purposeful, and based on achievement student needs
Math Academy Georgia CORE	**Math Achievement:** • Math Routines • Math Investigations • Whole Group Math • Math Mini-Lessons	**Curriculum:** • Georgia CORE Curriculum Standards • https://www.georgiastandards.org/Georgia-Standards/Pages/default.aspx • https://www.georgiastandards.org/Frameworks/Pages/BrowseFrameworks/Frameworks.aspx • Math CCSS • http://www.corestandards.org/ • K-2 Calendar Math • "My Math,"	**Implementation Overview:** • Teaching and Learning Specifically Designed to Promote Scholar Learning, and High Achievement on the Georgia Milestones Assessment System. • http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx • Use "My Math" to

	• Learning about why, when, what, where, how, and why not in everyday	• http://www.socialstudies.org/ • McGraw-Hill "Connections Social Studies" • Time Magazine for Kids • Scholastic Magazine for Kids (Current Events for Kids) • National Geographic for Kids (cross curricular) • Elementary Civics, U.S. History and Georgia History Curriculum Connections • Incorporating Project-Based Learning: The Zinn Education Project for Teaching People and Cultural History • http://zinnedproject.org/ • Teaching for Joy and Justice by Linda Christensen. Christensen is recognized as one of the country's finest teachers. Through stories, Christensen demonstrates how she draws on students' lives and the world to teach poetry, essay, narrative, and critical literacy skills. Practical, inspirational,	System.aspx • Teaching Social Studies at DIA is about teaching what matters to scholar's world, and future. DIA Teachers' job is to excite students about the world, to help them see the role that they can play in making society more equal and more just, to express their ideas powerfully, to see that social studies is about real people's lives and about their relationship to each other past, present, and future. • DIA Scholars will learn that social studies is not only about chronicling events and memorizing dates. It's about questioning society, searching for patterns, and developing the tools to make the world a better place. Teaching social studies means showing our scholars how ordinary people have made a difference throughout history. In countless ways, we need to inspire leadership qualities in our scholars.

		passionate: *Teaching for Joy and Justice* reveals what happens when a teacher treats all students as intellectuals, instead of intellectually challenged. • Christensen: http://www.rethinkingschools.org/ProdDetails.asp?ID=9780942961430	
STEM Academy Next Gen Science Standards	**Science Achievement:** • Using a CCSS-based Science Text, McGraw-Hill, to build essential science concepts. Skills, and Practices • Focused and Relevant Science Inquiry-based Learning • Learning About STEM (Science, Technology, Engineering, and Math) principles • Learning About College and Careers, and the Importance of Preparation • Explorations in	**Curriculum:** • Georgia CORE Curriculum Standards • https://www.georgiastandards.org/Georgia-Standards/Pages/default.aspx • https://www.georgiastandards.org/Frameworks/Pages/BrowseFrameworks/Frameworks.aspx • CCSS Next Generation Science Standards • http://www.nextgenscience.org/ • Use of Standards-Based Science Instructional Materials by "McGraw-Hill Science" • Nationally-Based STEM Education	**Implementation Overview:** • Teaching and Learning Specifically Designed to Promote Scholar Learning, and High Achievement on the Georgia Milestones Assessment System. • http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx • Teaching STEM at DIA will be truly exciting, educational for our scholars. • Focus on Science Achievement through Standards-Based Instruction • Promote Scientific Thinking and

	Science • Incorporating NASA's Globe Curriculum Strategies • https://www.globe.gov/	Curriculum Missions, PBLs, and Labs	Scientific Literacy • Promote Creativity and Hans-on/Minds-on Learning • Encourage Scientific Inquiry
Enrichment Academy	**DIA Enrichment Activities:** • Enrichment Instruction, Supports, Special Classes, and Special Activities in: • Music • Art • Spanish • Physical Education • Educational Field Trips • Bullying Prevention • School Safety • After School Program • Parent and Community Partnerships Projects and Activities	**Curriculum:** • Georgia CORE Curriculum Standards Special Classes and Special Subjects • Teacher-led Curriculum Implementation Based on Specific Enrichment Activities • "Play Works" Curriculum • "Teaching Physical Education" Curriculum • "Teaching Music" Curriculum • "Teaching Art" Curriculum • "Teaching Through Technology and Digital Tools" Curriculum, i.e., Google in Education ©	**Implementation Overview:** • DIA scholars will receive Spanish Instruction using a conversational approach along with games and a discussion of culture to teach each class Spanish. • Educational field trips, art, music, and other activities round out each student's program. • * Scholars will participate in educational field trips in person and virtually including state and national museums, colleges and universities, historical landmarks such as the National Civil Rights Museum in Memphis, TN, the King Center for Non-Violent Social Change in Atlanta, GA, the National Science Museum, White House, and Monuments in Washington D.C.

Excel Academy **Excel Instruction** supports additional instruction in reading and math **Excel** Instruction will also provide **TAG** Talented and Gifted Instruction for Gifted and Honors Students			• **(*as a result of successful fundraising)**
Character Education Academy Closing Huddle	**DIA Character Education Activities:** • Bringing Out the Best in Scholars Activities • Character Development Activities Guided by the School Counselor and Teachers • Teaching Empathy and Tolerance Activities • Teaching and Fostering Scholars Leadership Qualities • Teambuilding through Teamwork • Modeling, Practicing and Honoring DIA's Mission,	**Curriculum:** • Georgia CORE Curriculum Standards • DIA's Teach Like a Champion (TLAC) School Culture Foster Good Character • DIA's Routines and Procedures Establish and Model Good Character, Self-Control, Pride in Learning, Respect, Grit, and Hard Work • "Character Counts" Curriculum • Real World Experiences, Questions, and Problems • Addressing Personal Problems Personally	**Implementation Overview:** • DIA Teachers will teach, model, and support good character within the "school community." • We believe that when you build community, you need to teach students about themselves, about the kind of person they want to be. Then you have fewer management problems, and you can teach the curriculum better. • DIA's TLAC School Culture builds cohesiveness. It diminishes tattling, because the kids can wait till Community Circle to talk about

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	Vision, Goals, and Core Values • Maintaining a Positive School Culture and Behavioral Expectations • Setting Personal and Team Goals • Involving Parent in Good Character Development and Building Activities through School Projects	Through Individual Character Education Counseling • Addressing Classroom or School Problems through Group Character Education Counseling	something, and in the long run it saves our time. If you have kids who believe in themselves and set goals for themselves, you've cut way down on behavior problems, and then you spend more time teaching. • DIA Teachers will incorporate Character Education into Readers and Writers Workshop academic standards for example, the Common Core State Standards in 3rd grade fictional literature calls for students to identify and describe characters' actions, thoughts, and motivations, which is no small task for an 8-year-old who is just beginning to read longer text. • DIA Teachers will share with scholars how to incorporate good character traits to improve their writing.

ACADEMIC AND ASSESSMENT GOALS

OUR ACADEMIC PROGRAM

At DuBois Integrity Academy, we utilize a team approach to ensure that all students experience high-quality instruction. These whole-school implementations lead students to achieve at high levels and allow those who are behind or need intervention to catch up. To further support these academic structures, all teaching staff utilize similar classroom instructional methods, which are based on research, best practices for classroom teaching.

OUR WHOLE SCHOOL INSTRUCTIONAL MODELS

- Georgia CORE Standards-Based Instructional Methods
- Enrichment Academy and Saturday Academy
- STEM Education
- Blended Learning
- Technology in the Classroom
- Projects-Based Learning
- Standards-Based, Aligned Curriculum
- Focus on Planning
- Data-Driven Instruction
- Explicitly Teach Strong Study Habits and Good Habits of Learning
- Tiered-Based Grouping and Instructional Organization
- Multi-Layered System of Intervention
- A Teach Like a Champion School

OUR CLASSROOM INSTRUCTIONAL METHODS

- Instructional Constancy
- 5-Daylesson Cycle
- Incorporating Teach Like a Champion SLANT, Seat Signals, and Teaching and Learning Strategies
- Writing Across the Curriculum
- Daily Use of Data to Inform Instruction
- Flipping the classroom
- Purposeful Homework
- Direct and Guided Instruction, Independent Work
- Integrating Technology and Blended Learning into Instruction

OUR STANDARDS-BASED ALIGNED CURRICULUM

DuBois Integrity Academy uses Georgia Standards of Excellence to guide the curriculum and help teachers determine what to teach so that students master the expectations for each grade level. It is extremely important that teachers in a K-5 school are aligning their teaching to Georgia Standards of Excellence, so that teachers know what material students have learned and mastered in previous grades, know what material they are responsible for getting students to master in the current grade, and know what new academic content students will face in upcoming grades.

Our united focus on standards, ensures our school will provide a comprehensive K-5 approach to education. In order to meet the needs of our students while reaching the levels of rigor in the Georgia Standards of Excellence, our teachers and curriculum teams will design their own curriculum scope and sequence based on best practices.

OUR ASSESSMENTS AND DATA-DRIVEN INSTRUCTION

DuBois Integrity Academy Teachers are committed to the constant pursuit of information about student learning and use assessments to inform their planning and teaching. All students are assessed for their reading, math, language, and writing skills using curriculum-based assessments, benchmark assessments, progress reports, report cards, teacher-made assessments, blended learning, progress monitoring assessments, Discovery Assessments, and the following Georgia State Assessments:

- **Georgia Kindergarten inventory of Developing Skills (GKIDS)**
- **Georgia Milestones Assessment System**
- **Georgia Online Formative Assessment Resource (GOFAR)**
- **Georgia Lexile Framework for Reading**
- **Georgia Student Growth Model (GSGM)**

These local and state assessments allow us to track students' progress over time and in comparison to same-grade peers across the country. Data from these assessments guides our placement of students in intervention groups and allows us to tailor each child's students are on track to meet their yearly goals. In addition, regular student progress monitoring assessments track student mastery of the standards taught, ensuring that students are on track to meet their yearly goals.

OUR ACADEMIC PROGRAM UNDAMENTALS PROGRESS REPORTS

Weekly folder Reports: Beginning in November, all DIA Scholars will receive a weekly folder report. These reports will indicate your scholar's performance relative to weekly academic objectives, behavior, attendance, and homework. Please be sure to read your scholar's weekly folder report as it will help you support and celebrate your scholar at home. Working together, we all win.

THE PURPOSE OFHOMEWORK

Homework Is Essential: Homework is a fundamental component of our DIA academic program. The purpose of homework is not only to review and reinforce skills and concepts, but also to devote a specific period of time, in some way, to learning in the home environment. A home study period, including a specific time and place for scholars to complete assignments, should be established at home byparents.

Homework will be assigned on a weekly basis from Kindergarten to Grade 5 scholars. Parents are required to check all homework assignments and sign the daily agenda every night once the assignments are complete. If a child is having a problem with completing the homework assigned, parents are welcome to call their child's teachers for assistance.

If a scholar does not complete an assignment or hands in an incomplete assignment, they will lose Scholar Dollars for that school day. DIA scholars will receive homework each day of the school week, Monday through Thursday. In addition to weekly homework, a homework packet will be sent home as we enter the testing season January - March. (Additional packets will be sent home for drill and test review)

For Kindergarten, homework will require the support of the family. For grades First through Fifth, homework will be practice on skills already covered in the classroom, and should therefore be principally independent practice. Each night, the homework will include content specific practice. We ask families to check the homework to ensure it is neat, accurate, and complete.

DIA HOMEWORK EXPECTATIONS

DuBois Integrity Academy will utilize the flipped classroom form of blended learning which allows for both face-to-face time and web-based learning. In a flipped classroom the typical lecture (learning video) takes place online for homework and the application of knowledge takes place in the classroom. Technology is the primary tool in this model, as scholars will need to access their video at home.

Important Requirements

- ✓ Homework will be a video that scholars have to watch each night prior to school the next school day.
- ✓ Scholars will have the capability to stop, go back, and repeat the video if needed for understanding.
- ✓ Scholars must complete their assignments nightly. Not doing so will leave them unprepared for the following day's lesson.
- ✓ Scholars will gain points for completing their homework assignment.
- ✓ Scholars will lose points if they do not complete their homework assignment.

SCHOLARS WITH DISABILITIES AND IEPs

Our SST/RTI Intervention Plan

At DuBois Integrity Academy, our teachers believe in doing whatever is necessary to prepare our scholars for future academic and social success in school and in the world. Because of this belief, we will create an academically engaging and socially stimulating environment that meets the diverse needs of our scholars. DIA utilizes an early intervention model to provide extra support for our scholars who need it in the areas of social. behavioral, self-help, and academic skills in order to create a strong foundation for their future academic success.

As we get to know our scholars, the school's **Student Support Team** (SST), and **Response to Intervention** (RTI) Team that includes the principal, teachers, curriculum coordinator. counselor, and other service services staff may provide social and academic screenings. support services and recommendations for scholars who need that extra push toward gaining the foundation skills necessary for future successes.

Our Individual Educational Plans (IEPs) and Scholars with Disabilities

Parents of new scholars should advise the Special Education Coordinator of any previous IEPs or special services their child received in the past. If a teacher believes a scholar should be evaluated beyond the SST/RTI Tier 3 interventions, parental permission will be sought and obtained before any formal evaluation is undertaken. Such evaluations will begin with an in-school committee consisting of the principal, a certified special education teacher, a regular teacher, the referring teacher. SST coordinator and the parent. If warranted. the evaluation will continue with a specialized external team. which will also involve the parent. The purpose of referrals is to determine the most support we can provide for each child in the least restrictive environment.

DIA Placement and Referral Plan for Scholars with Disabilities

The administration, teachers. and staff at DuBois Integrity Academy will accommodate scholars with disabilities who enroll or wish to enroll at the school. DIA will provide a free and appropriate public education to all enrolled students with disabilities. Each scholar with disabilities **Individual Education Plan** (IEP) will be thoroughly reviewed within 30 days of the child enrollment at the school, and an IEP meeting will be held with parents to ensure the scholar's IEP needs and accommodations are met.

DUBOIS INTEGRITY ACADEMY GRADING SYSTEM

For Grades K-5, the final, year-end grade for an academic content area is the average of the four marking periods. Grades are rounded to the nearest whole number. DIA will utilize standards-based report cards on which scholars receive a performance rating based on levels of mastery on prioritized standards for the grading period. DIA's grading scale is as follows:

- **A**= 90-100%
- **B** = 80-89%
- **C** = 71-79%
- **D** = 70%
- **F** = 69% and below

Parents will have a parent portal access to Infinite Campus (very soon In progress) to view real-time grades for their children enrolled at DIA.

Description of Letter Grades in Terms of Scholar Achievement

The grade codes for marking the achievement section for scholars in grades 1-5 (for Reading, Math, Language Arts, Science, Social Studies, and Enrichment Classes) are as follows:

A = **Outstanding Achievement.** The scholar has mastered the objectives in the subject area, shows initiative, applies knowledge gained to new situations, and accepts responsibility for learning.

B = **Above Average Achievement.** The scholar has mastered most of the objectives in the subject area, is above average in initiative, application of knowledge, and accepting responsibility for learning.

C = **Satisfactory Achievement.** The scholar has mastered the basic objectives in the subject area and with direction and stimulation by the teacher is progressing in initiative, application of knowledge and accepting responsibility for learning.

D = **Below Average** (Needs Improvement in) Achievement. The scholar has mastered few of the basic objectives in the subject area.

F = **Unsatisfactory Achievement.** The scholar has not mastered the basic objectives in the subject area.

Grading Guiding Principles:

- Report cards should focus on clearly providing the most important information to families.
- Grades should clearly show what standards scholars have mastered or not mastered.
- Grades need to align with assessments so that grades are based on accurate information.

- Academic and behavior grades should be separate categories so that academic grades are only based on scholar's content mastery.
- Scholars should not "pass" or get an "A" based on hard work, participation, or anything other than their academic achievement.

In evaluating the performance of scholars in a given subject area, the teacher takes into account tests, daily work, homework, classroom participation, oral and written reports, projects, etc., as they relate to the Common Core State Standards as stated in the specific skills continuum, and curriculum standards for each grade and subject. Students will receive a report card at the end of each grading period for parents to review, sign, and return to school.

GRADES MANDATORY PARENT CONFERENCES

For parents whose child receive a grade of C or below in any core subject are required to schedule a parent conference with their child's teacher within three (3} days of signing their child's report card. If we are to become a "school of excellence," parents and teachers must work together to place student learning and achievement as the school's **TOP PRIORITY.**

If **parents do not contact teachers within 3 days for a parent conference, the teacher will follow up with the parent to ensure the conference is held** in **a timely manner.**

BEING COLLEGE READY BEGINS WITH EARLY ACHIEVEMENT:

DUBOIS INTEGRITY ACADEMY IS A COLLEGE PREP CHARTER SCHOOL

WHERE GOOD GRADES MATTER

DuBois Integrity Academy curriculum includes a high-quality STEM program that has the goal of preparing all students to be college, career, and citizen ready. To fulfill this purpose, DIA has implemented a research-based STEM education initiative. The primary purpose of the STEM education initiative is to prepare students to take full advantage of STEM opportunities in higher education and pursue STEM careers, and to prepare them to become "college-going scholars."

DIA IS PLANNING FOR OUR SCHOLARS FUTURE TODAY

According to the U.S. Commerce Department:

Over the last few years, the fields of science, technology, engineering and mathematics (STEM) have grown significantly. In the next ten years, STEM jobs are expected to increase by 17 percent. Non-STEM jobs are only expected to grow by 9.8 percent. Between 2008 and 2018, careers in computer systems design and related services are forecasted to increase by *45* percent. **These Jobs rely heavily on education and skills such as math or problem-solving.** Other careers in biomedical, network systems, data communications, and medical fields are also expected to grow dramatically.

Higher Paying Salaries

Why STEM education Is Important? STEM educated workers can expect to make significantly higher salaries over their lifetime. Studies have already shown that people with college degrees make 84 percent more income during their lifetime than high school graduates. More importantly, recent surveys clearly show that the actual college major greatly effects lifetime earning potential. **Out of 171 college degrees, STEM majors come out ahead.** For example, a person with a petroleum engineering major can expect to make $120,000 a year, and

degrees in math and science earn as much as $98,000 annually. In comparison, degrees that are not STEM related, such as early childhood education and counseling psychology only pays $36,000 and $29,000 a year respectively.

The United States Commerce Department states that science, technology, engineering, and mathematics fields earn 26 percent more on average. In addition to having higher earnings, these careers are less likely to deal with a job loss. In short, individuals in STEM-related careers will have higher overall earnings and better job security than with those in careers outside the fields of science, technology, engineering and mathematic.

The U.S. Education Is Falling Behind: Despite the growing need for STEM degrees, the United States is not able to produce enough workers skilled in these fields. In the 21st century, 60 percent of the new careers that will be created are in this field, but only 20 percent of the workforce has the necessary skills. By 2018, the United States may face a gap of three million highly skilled employees. Many of the new jobs require post-secondary education.

The biggest Issue Is that American universities are not producing enough graduates with a degree In STEM fields. For example, only one-third of bachelor's degrees are granted in engineering or science in the United States compared to the total number awarded in Asian universities. Due to this, the United States is only 17th globally for awarding science degrees.

This means that the United States Is gradually becoming less competitive in the global marketplace. A new study shows that the United States is 6th out of 40 nations in terms of innovation and competitiveness. To create this study, researchers looked at educational attainment, capital investment, funding for research and scientific research.

Creating the Future

Twenty-five years ago, the United States was a leader in education and graduation rates. Today, Americans rank 20th for high school graduation rates and 16th for college graduation rates. Luckily, some schools are trying to make a difference. The **National Math and Science Initiative (NMSI)** was created to boost the intellectual capital of the United States. It works to increase the performance of students in STEM fields by teaching and transforming education. To do this, they use the best programs that are already available to create quantifiable results. Once an idea works, it can be used on a national scale. Results are closely monitored for effectiveness.

SCHOOL CULTURE SCHOLAR EXPECTATIONS

DuBois Integrity Academy will create a positive, respectful, and consistent school and scholar culture using the strategies of ***Doug Lemov's Teach Like* a *Champion 2.0:* 62 *Techniques That Put* Students On *The Path to College.*** We believe our scholars will flourish academically, and gain motivation, satisfaction, and happiness when they know what is expected of them, receive guidance when they are not meeting expectations and believe they are part of a strong, caring and collaborative school community. DIA will employ a school-wide behavior management system, of routines, procedures, core values, and communication that supports creation and reinforcement of a positive, consistent school culture.

School-Wide Expectations

Our routines, procedures, and expectations are consistent In every classroom and in every part of the campus. They are:

1. Work Hard.

- Pay attention in class.
- Listen well.
- Do your best.
- Ask questions and participate in class.
- Be a Leader.
- Show Grit: Stick with it until the work is done.

2. Be Considerate.

- Use materials the right way.
- Keep your space neat.
- Speak kind words and do kind deeds.
- Help a teammate with a smile.
- Don't be mean to teammates.
- Don't be rude to teachers and staff.

3. Be a Leader and Stay Safe.

- Always follow directions the first time.
- Stay in your assigned area.
- Keep your hands, feet and objects to yourself.
- Use the designated noise level.
- Always respond appropriately to the "everyone quiet° signal [hand raised in the air).

Scholars will be explicitly taught how to meet these expectations through modeling of desired behavior, and practice repeatedly to create automatically.

DIA SCHOLARS READY TO LEARN STRATEGIES

To ensure that our scholars are ready to learn, we define a Ready Position as:

1. **EYES** are watching
2. **EARS** are listening
3. **LIPS** are closed
4. **HANDS ARE IN LAP,** still and silent
5. **FEET ON THE FLOOR,** still and silent

SLANT Classroom Management and Attentive Strategies:

1. **S**IT UP
2. **L**ISTEN
3. **A**SK & ANSWER QUESTIONS
4. **N**OD YOUR HEAD (PAYING ATTENTION)
5. **T**RACK THE SPEAKER

DIA Scholars **Being** Respectful Learners:

Follow Instructions

1. **LOOK** at the teacher/speaker
2. **NOD** your head and SAY "Yes, Ma'am" or "Yes, Sir"
3. **DO** it right away

Accept "No"

1. **LOOK** at the teacher/speaker
2. **LISTEN** without talking
3. **MOVE ON** (KEEP IT MOVING)
4. **GET IT RIGHT** (Made a mistake, get it right)

Accept Feedback

1. **LOOK** at the teacher/speaker
2. **LISTEN** without talking
3. **USE** to improve

Get the Teacher's Attention

1. **LOOK** at the teacher
2. **RAISE** your hand
3. **WAIT** silently

Ask for Permission

1. **RAISE** your hand silently until the teacher calls on you
2. **ASK** your question nicely
3. **WAIT** silently for the answer

SCHOOL DISCIPLINE EXPECTATIONS AND BEHAVIOR MANAGEMENT SYSTEM

POSITIVE BEHAVIOR EXPECTATIONS

DIA Super Stars:

Scholars who repeatedly meet or exceed expectations and who serve as models for their classmates. This recognition is one of our highest honors for scholars relative to character and behavior. It is shared with families via the Daily Log.

Sample Recognition Tier: Positive Behavioral Incentive

I. Warm/Affirming Feedback (Evidence/Impact)

2. Reminder of Staying on "Green"

3. Positive Phone Calls Home

4. Class and School Store Privileges

5. Scholars of the Week Recognitions and Rewards

CONSEQUENCES FOR MISBEHAVIOR

Sample Consequences Tier:

1. Warm/Demanding: What Not-To-Do, Get it Right Strategy

2. 1st Time Warning

3. 2nd Time Warning

4. Loss of Privilege Time- Recess or Free Choice

5. Principal or Assistance Principal Conference

6. Phone Calls Home and/or Behavior Note in Planners at Levels 4-6

INFRACTIONS LEVEL CONSEQUENCES

DIA SCHOLARS INFRACTIONS CHART

The DIA Scholars Infractions Chart (DCC) is the behavior monitoring system that will be used at DuBois Integrity Academy. The chart monitors student behavior. The colors correspond to grades K-2nd and levels correspond to 3rd – 5th. It will not be used as a threat or bargaining tool. It will be used diligently as a consequence step. Each classroom will have the infractions chart prominently posted on visual display. The chart levels and use follows:

- There are five levels- 1, Green, 2, Yellow, 3, Orange, 4, Blue, 5, Red.
- Each class' chart will have a cardholder/clothespin with student's name.
- All scholars will begin each morning with their cards on green, which reads "Making Good Choices."
- Students who remain on green are meeting expectations. following teacher directions, and participating in the class learning activities.
- Students who have been warned will be moved to yellow which reads "warning moving in the wrong direction"
- When scholars do not meet expectations and are on the third step of the consequence list, or when a student shows a behavior from the major infractions list, their card will be moved to the orange tier, which reads "Get It Right."
- Students who continue to not meet expectations will be moved to Blue which reads "making poor decisions" phone call to the parent, email and or class dojo message will be sent. **All parents please download the FREE CLASS DOJO APP to your mobile device.** This is a parent expectation.
- The teacher will always explain clearly the reason for this consequence and will describe clearly how the student can return to green.
- In general, students on yellow will need to start meeting expectations in order to return to green.
- The DCC is a flexible tool and scholars can move up and down the chart throughout the day based on their demonstrated behaviors.
- Each afternoon. scholars will bring home a behavior report noted in the **Scholar's Agenda that explains a summary of the student's behavior for the day.**

DIA SCHOLARS INFRACTIONS CHART

Most infractions will be handled in class using the adherence to classroom rules, and routines. Severe infractions will be reported to the principal or assistant principal immediately. **Please see the Scholar Infraction Chart below**; the colors correspond to grades K-2nd and the levels correspond to grades 3rd – 5th.

Level 1, Green – Making GOOD CHOICES

Level 2 Warning	Level 3 Classroom Penalty	Level 4 Formal Documentation / Parent Conference	Level 5 Referred to Administration / Parent Conference
Level 2, Yellow "Warning" Card	**Level 3, Orange** "Get It Right" Card	**Level 4, Blue** "Making Poor Decisions" Card	**Level 5, Red** Principal's Office Card
✓ Not in Ready to Learn position (SLANT) ✓ Unkind, Rude ✓ Not following directions the first time given ✓ Making Unnecessary noises ✓ Calling out or shouting out ✓ Out of seat ✓ Uncooperative Behavior ✓ Not responding to seat signals ✓ Responding inappropriately to seat signals	✓ Did Not Follow instructions after redirected ✓ Making Noises ✓ Excessive Talking in the Hallway or Bathroom ✓ Distracting class or classmate ✓ Disrespectful to an adult (rolling eyes, not being ✓ responsive when spoken ✓ to) ✓ Pouting or stomping ✓ Rough Play ✓ Rolling eyes, negative attitude	✓ Running away from a teacher ✓ Roaming the Hallways, ✓ No Pass ✓ Talking Back to a ✓ Teacher (saying No) ✓ Teasing ✓ Dishonest/ Lying ✓ Play fighting ✓ (wrestling at recess/free choice, but not with anger) ✓ Vandalism, destroying class or school property	✓ Physical Aggression ✓ Passing Licks ✓ Instigating a Fight/Fighting ✓ Stealing ✓ Profane Language ✓ Threatening ✓ Gross disrespect ✓ Inappropriate touching ✓ Extreme and ✓ Prolonged defiance ✓ Extreme Aggression

Level 3, Orange and Level 4, Blue Cards
MAKING POOR CHOICES

•Please note that this chart does not detail a comprehensive list of scholar Infractions.

SCHOLARS ARE NOT PERMITTED TO USE CELL PHONES DURING THE SCHOOL DAY

DIA administration reserves the right to modify the DIA Scholars Infractions Chart as needed.

DUBOIS INTEGRITY ACADEMY

DISCIPLINARY ACTIONS POLICIES AND PROCEDURES

Scholars at DIA are expected to abide by our school's Commitment to Excellence and Student Achievement at all times. For scholars who choose not to follow the expectations within this agreement, there will be consistent consequences in place. In Grades K-2nd, colored system and in grades 3rd – 5th level system is the primary means for administering consequences and rewards, and it will be used for disciplining scholars in most situations. **Consequences associated with this system include:** Lunch/Recess Detention, Parent Conference, etc. Scholars with several discipline infractions may be placed on an Individual Behavior Support Plan.

Other consequences for disciplinary problems may include, but are not limited to:

./ Verbal correction
./ Phone call home to parents
./ Teacher-scholar-parent conference
./ Behavior Contract
./ Removal from extracurricular activities
./ Additional assignments to be completed at home and/or at school
./ 1 day of mandatory parent care
./ Loss of special class period / In-class time-out
./ Loss of incentives and school trips
./ Calling Plans, where parents must call the scholar's teachers to inform them when homework is completed (because homework assignments are not being completed}
./ Parent Care (removal from school for a period of one or two days}
./ Short-term suspension (removal from school for a period of ten or fewer days)
./ Long-term suspension (removal from school for a period of more than ten days)
./ In-school suspension
./

SERIOUS DISCIPLINARY INFRACTIONS

Due Process

The scholars shall be given an opportunity to deny or explain the charges. The Principal or administrative designee also shall immediately notify the parent(s) or guardian{s) in writing that the scholar has received, parent care, a short-term or long-term suspension. The school administrator shall provide written notice to parent(s), and/or guardian{s) by personal delivery, express mail delivery, behavior notice signed by the parent, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of the suspension at the last known address.

Such notice shall provide a description of the incident, or incidents, which resulted in parent care and shall offer the opportunity for an immediate informal conference with the Principal. Whenever possible, notification shall also be informed of the short-term or long-term suspension by telephone call if the school has been provided with a contact telephone number for the parent(s) or guardian(s). The parent will be allowed to fulfill parent care consequence by attending class with their scholar for the period of 1 or 2 days. The parent may only attend class if he/she has cleared the background check and mandated reporter training on neglect and child abuse.

Due Process Hearing Procedures

Students facing long-term suspension shall be afforded the following due process hearing by the school:

1) The right to be represented by legal counsel

2) The right to be told of the charges, either In person or In writing:

3) The right to admit or deny the charges:

4) The right to be told about the alleged evidence, after denying the charges: and

5) The right to tell his or her side of the Incident.

6) The right to formulate his or her side of the Incident In writing to the school's hearing officer

Short-Term Suspension: (9 days or less)

The Principal or designee may impose a short-term suspension at their discretion. Before imposing a short-term suspension, the Principal or Assistant Principal shall verbally inform the scholar of the suspension, the reason for it. and whether it will be served in parent care or out of school suspension. The scholar shall be given an opportunity to deny or explain the charges. The Administrator also shall immediately notify the parent{s) or guardian{s) in writing that the scholar has been suspended from school.

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 the suspension at the last known address.

Whenever 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 provide a description of the incident. or incidents, which resulted in the suspension and shall offer the opportunity for an immediate informal conference with the Administrator.

Long-Term Suspension: (10 days or more)

The Principal may impose a long-term suspension of 1O days or more after a formal hearing. Such a suspension may be imposed only after the scholar(s) have had the opportunity for a hearing; opportunity to present and confront witnesses; the opportunity to present evidence; and the opportunity to be represented by legal counsel; and the opportunity for appeal. Upon determining that a scholar's action warrants a possible long-term suspension, the Principal will verbally inform the scholars that he or she is being suspended and is being considered for a long-term suspension.

Parent Notification for Long-Term Suspension

The Principal shall immediately notify the scholar'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 a hearing within 48 hours of the incident.

At the formal hearing, the scholar and/or parent(s} or guardian(s) shall have the right to present evidence and ask questions. The Principal, in consultation with the Executive Director is responsible for making the final decision with regard to long-term suspensions.

Discipline Appeal Process

Scholars(s) and parent(s)/legal guardian(s) may appeal any disciplinary action resulting in a suspension up to expulsion.

The parent may write an appeal letter to the Chair of the school's Governing Board within (5) five days of the Disciplinary Hearing. The appeal must give specific reasons why the decision is being appealed. Issues not addressed during the initial Disciplinary Hearing will not be heard on appeal. Within (10) ten school days, the Governing Board will rule on the appeal request.

The Governing Board's decision following an appeal ruling is final.

Parental Actions School Restrictions Policy

If the parent, parents, and/or guardian(s) of a DIA Scholar demonstrates behavior or behaviors unbecoming of a reasonable-minded parent, the parent(s) will be subject to being restricted from coming to the school. Such unbecoming parental behavior may include, but not be limited to, the following inappropriate behaviors, actions, or threats that could lead to their not being allowed on the property of DuBois Integrity Academy, shown as violations numbers 1-8 below:

1. Disorderly conduct on school grounds Including drop-off and pick-up lanes
2. Verbal confrontations with school staff that Involve profanity or violence
3. Making verbal threats to do bodily harm to school staff, students, other parents or threatening to destroy school property and materials
4. Attempting to do bodily harm to school staff, students, other parents
5. Destroying or vandalizing school property
6. Making unauthorized entry in a threatening manner on the school's campus, cafeteria, foyer, classrooms, or office spaces
7. Refusing to cooperate with school officials when given specific Instructions that Involve school safety, student safety, or staff safety
8. Other violations deemed extremely inappropriate, dangerous, or abusive

Alternate Instruction for Suspended Students

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

Due Process Procedures for Students with Disabilities

Scholars with disabilities have the same rights and responsibilities as other scholars, and may be disciplined for the same behavioral offenses listed above. If a scholar with disabilities has an IEP that includes disciplinary guidelines, then that scholar will be disciplined according to those guidelines as required by IDEA. Scholars for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policy listed above.

Due Process Procedure for Students Disciplinary Action under IDEA

Overview:

The code of conduct for students at each of the schools in Du Bois Integrity Academy Charter School System applies to ALL students unless a student's IEP provides otherwise. It is best practice to place an increased emphasis on proactive approaches rather than reactive behavior management. A student's case manager is responsible for ensuring that the parent/guardian/surrogate and the student receive notice of the rules and regulations applicable to students with disabilities regarding student discipline. This should be done when the student enters the special education program and at the annual IEP review. A student with a disability, who has an IEP in effect, can be removed like any other student for up to a total 10 school days for violations of the code of conduct or school rules during one school year. It is not necessary for the IEP team to meet. The administrator should notify the special education caseload teacher concerning all disciplinary actions made involving students with disabilities prior to implementation.

In most cases, disciplining students who have IEPs is no different than disciplining other students. However, IEPs afford these students some protection. One protection includes the right to continuation of services indicated by the IEP if the student is removed (i.e., expelled) from school for more than 10 cumulative days within a school year. This protection is extended due to the requirement for FAPE and evolved from a court case involving the Office of Civil Rights.

In addition to the right to continue special education services, students with IEPs may receive a consequence different from that of other students if the IEP team decides that the student's misbehavior was substantially related to or caused by the student's disability. This team also examines the student's IEP and BIP, and it reviews details of the misconduct. In this same meeting, the IEP team decides if the school system implemented the student's IEP/BIP correctly.

This type of meeting is called a Manifestation Determination and by GA State Rules, must occur by the 11th day of suspension. In addition, this type of meeting must be held anytime a student with an IEP is under consideration for a "change in placement" due to his/her misconduct.

If the IEP team decides that the student's misbehavior was not substantially related to the student's disability and that the IEP and BIP were properly implemented, then the student is treated the same as a student without an IEP would be treated. In other words, the student may be suspended beyond the 10 days; hence, the student would receive the same consequences any other student would be given. The only difference would be the continuation of special education services to provide FAPE as guaranteed by federal law. If the IEP team determines that the student's misbehavior was a manifestation of the disability, the team must ensure that there is a current FBA and BIP in place and review/modify both as necessary. The student returns to the original placement unless the parent and IEP team agree to a change in placement as part of the modification of the behavior intervention plan.

Any student with a disability whose behavior impedes his or her learning or the learning of others should have a Functional Behavior Assessment completed to determine target behavior and a Behavior Intervention Plan developed as part of the IEP. The behavior intervention Plan includes positive behavior interventions, strategies, and supports to address the behavior.

Functional Behavior Assessment (FBA):

Federal law mandates that school systems conduct Functional Behavioral Assessments (FBA) when taking certain disciplinary actions with students who are disabled. The process is based on the concept that if you understand the functioning of a challenging behavior, you can have great impact on changing it. This assessment is a comprehensive and individual approach to examining variable that promote the continuation of challenging behaviors.

Steps to Follow:

Although it is acceptable for the team to informally determine the function of a behavior, the process of conducting an FBA is best done in systematic stages:

1. The team specifies the problematic behavior and considers student variables that may impact the behavior. This provides a clear focus for discussing strategies that may be used to modify the behavior.
2. The team collects information about the student's behavior and the environments in which it occurs. This enables the team to determine the function of the behavior and have data to assist in developing an intervention plan.
3. The team considers how and to what degree the behavior intervention support is faded to promote generalized behavior changes.
4. The team may need to meet to problem solve and discuss on-going modifications.

***Before conducting the FBA, be sure to obtain a consent to evaluate.**

Conducting the FBA:

1. Identify problem behaviors

   -List all student behaviors that have resulted in missed instructional time and possible disciplinary action.

   -Decide if any of the behaviors typically occur together or in a "chain"

   Usually, a student goes through stages of less disruptive behavior that escalates to a highly disruptive behavior.

-When a list is developed, prioritize behaviors and choose the top 1-3 to focus on for the functional assessment.
-Team may choose to focus on behaviors that occur early in the chain or those that are most intolerable in school
-Clearly articulate the behavior. Describe the behavior in such a way there is no doubt in anyone's mind as to what the behavior looks like and when it is occurring.

2. Strategies Attempted
-The team should spend time recalling everything that has been tried in the past.
-Prevention techniques include things such as:
*change of seating
*modifying assignments
*have student work with a partner
*teaching anger management strategies
-Past consequences may have included:
*loss of points
*loss of favorite activity
*suspension (ISS and OSS)
-Reviewing this past information assists the team in identifying what goal the student achieves through the behavior.

3. Recognition of Student Individual Variables
-Personal factors shape and determine an individual student's actions
-In the classroom setting, however, expectations of group behavior may supersede individual needs-you give up something for the good of the group.
-Teachers should consider individual characteristics in order to help explain why a student is unwilling or unable to meet behavioral expectations.
-Student variables may be physical, emotional, cognitive, social, and academic.

4. Analyze the Available Data
-Collect and review data from a variety of sources:
*notes written by teachers, parents, the student, and/or others
*previous discipline referral slips
*discipline record
*point card, behavior charts
*self-management documentation
*police reports
*video tapes of behavior
-If data is not available, times need to be spent in data collection. The needs of the student and the severity of the behavior may indicate that more formal approaches to data collection are indicated.
*Informant Interviews
-Adults who know the student well respond to questions about the student's behavior
*Direct Observation
-Adults directly observe the behavior in the natural context and record contexts, antecedents, consequences, and reactions by the student.
*Student Interviews

-Interviewing cooperative students provide quick and accurate information

*Ecological Interviews

-These consider the external variables common to the school environments (Classroom arrangement, curriculum, difficulty or ease of assigned work, length of work periods, grading policies, etc.)

Sufficient data needs to be collected to allow the team to answer these 6 questions:

1. How often does the target behavior occur and how long does it last?
2. Where does the behavior typically occur? Where does it never occur?
3. Who is present for the occurrence/nonoccurrence of the behavior?
4. What is going on during the occurrence/nonoccurrence of the behavior?
5. When is the behavior most/least likely to occur?
6. How does the student react to the usual consequences that follow the behavior?

Identifying the Function:

A functional assessment of an individual's behavior is based on the assumptions that all behaviors serve some purpose for that person. Behavior are reported by an individual because they are rewarded (the purpose of the behavior is fulfilled).

In the school setting most behaviors occur to "get" or "get away from" something.

- Work
- Failure
- Boredom

Specific antecedents and consequences are associated with each function. Antecedents associated with attention/access behavior that increase the likelihood the behavior will occur:

- Presence of favorite people, objects, activity
- Observation of attention to others
- Receiving low level of attention
- Unoccupied or bored
- Observations of others with a favorite object/activity
- Access to favorite object/activity denied

Consequences associated with attention/access behavior that keep the behavior occurring:

- Contact with teachers increases
- Verbal responses to the behavior increase
- Attention from peers
- Student is redirected to preferred activity, immediately or eventually

Some children want to get sensory feedback from self-stimulation. The function of self-stimulatory behavior is difficult to determine because the student's sensory feedback is not observable.

Typically, self-stimulatory behavior can be hypothesized if the following are true:

- Inconsistent antecedents and consequences associated with the behavior
- Problem behavior occurs when a person is alone or unoccupied, and continue even when others approach
- Problem behavior occurs repeatedly for long periods of time when no one is around
- Student appears calm and unaware of what is going on around him when Engaged in the behavior
- To get out of something (escape or avoid)

Antecedents associated with escape/avoid behaviors that increase the likelihood the behavior will occur:

- Transitions or lack of predictability
- Repetitive tasks, tasks which are easy or difficult, or non-preferred activities
- Too much or too little work
- Lack of choice or control
- Instructions, being told what to do
- Interruptions of routines
- Particular individuals
- Anticipation of an unpleasant event

Consequences associated with escape/avoid behaviors that keep the behavior occurring include:

- Task is made easier or modified in some way
- Student gets out of the task (sent to office) immediately or eventually
- Student is left alone
- Teacher provides extra assistance

Goal of Misbehavior	***Examples Of Misbehavior***	***What Student is Saying***	***How Teacher Feels***	***Student Reaction To Reprimand***	***Some Correctives***
Attention Getting	The Show Off The Clown Obtrusiveness (Brash) The walking question mark The infant terrible Cute remarks The model child (By age 8 or 9 usually moves to more complex i.e. Power)	I only count when I am being noticed or served.	Active: Annoyed, Bugged Passive: Wants to remind	Temporarily stops disturbing action when given attention. If intensifies, then goal is likely power.	Ignore – attend at pleasant times
Power	Argue, Contradict Continue forbidden acts Bad Habits Temper Tantrums Masturbation Untruthfulness Laziness Stubbornness Being late	I only count when you do what I want you to do.	Active: Provoked, loss of control, challenged Passive: "I'll make him do it." "You can't get away with that." "How dare you think you can"	Intensifies action when reprimanded. Student wants to be boss.	~Establish equality ~Consistent expectations ~Don't argue, refrain from talking – use one sentence when tempted to use 5. ~Let limits speak for themselves. ~Redirect to constructive action
Revenge	Vicious Stealing Bed-wetting Violent Passivity (Vulgar, obnoxious)	I can't be liked, I don't have power, but I'll count if I can hurt somebody.	Active: Hurt, Mad Passive: "How could he do this to me?"	Wants to get even when reprimanded. Makes self disliked.	~Respect – by allowing choices, don't overpower ~Positive – allow preset limits and natural consequences instead of undue attention ~Provide support and faith, like him not behavior
Displaying Inadequacy	Stupidity Ineptitude Hopeless	"I can't do anything right, so I won't try to do anything at all.	Active: Despair Passive: "I give up." "It's useless."	No reprimand, therefore no reacting Teacher gives up. Student gives up.	Behavior Modification Regard mistakes as inevitable Encouragement, Encouragement, Encouragement, Don't do it for him. Don't give up.

Developing the Relationship Statement:

The team should be able to write a relationship statement after looking at the data that has been collected. This statement defines the relationship between the environment and the behavior. The relationship statement is formatted as follows:

Antecedent – Behavior – Consequence (A – B – C)

The statement documents what happens before and after the behavior that predicts the occurrence of the behavior.

Example:

(1) Antecedent-Difficult work soon to be given Behavior-Student throws book across the room
Consequence-Student is sent to ISS and has an adult available to help him

(2) Antecedent-Student bored by the assignment
Behavior-Makes remark under breath to another student Consequence-Fight ensues and there is much excitement

(3) Antecedent-Student feeling ignored Behavior-Leans back in chair
Consequence-Teacher attends and tells student to put chair legs on the floor

A final note to take into consideration:

- For some students, one behavior may serve several functions.
- For other students, several behaviors may serve the same function.

According to the *Implementation Manual for the Special Education State Rules*, if an IEP team has adequate information to develop a BIP, an FBA may not be required. Although not required, best practice is to conduct an FBA prior to the development of a BIP. An FBA does not have to be re- written each year but should be reviewed periodically throughout the year with changes made as appropriate. The FBA drives the BIP. All students who meet eligibility criteria in the area of Emotional Behavior Disorder must have a BIP.

Components for a Behavioral Intervention Plan (BIP):

- Target/problem behavior, the hypothesized function of the behavior, and a summary of data collected that led to the hypothesis included in the plan.

- Behavior intervention plans are driven by the hypotheses and the FBA data collected. They are individualized for the student and include:
    *positive (preventive) strategies to avoid the target behavior (e.g., antecedent modifications) that can include instructional modification, behavioral precursors as signals, modification of routines, opportunities for choice/control, clear expectations, pre-correction, errorless learning, etc.

*select new skills that replace problem behaviors that can be as or more effective than the problem behavior (replacement behaviors may include communication skills, social skills, self-management/monitoring skills, choice making, etc.)

*instructional methods to teach replacement behaviors that can include pre-instruction, modeling, rehearsal, social stories, incidental teaching, peer buddy, meeting sensory needs, direct instruction, verbal, physical, and/or visual prompting, etc.

*consequences that promote the learning of the replacement behavior that are based on student preferences

*consequences that address the occurrence of the target behavior

*the desired outcomes of the behavioral intervention plan for the student

- Action plan for the implementation of the BIP should include:
  *activities, dates, and documentation describing who is responsible for completing each task
  *materials, training, and support for the implementers of the plan
  *how data will be collected and analyzed
  *timelines for team meetings, data analysis, and monitoring the success of the BIP
- If necessary, a crisis intervention plan is developed when the safety of the student or of others is a concern.

Fostering School-Wide Positive Behavior Strategies:

School-wide positive behavior strategies cut off discipline problems before they become serious. Adhering to the following core principles assures positive intervention strategies:

- **Positive behavior strategies should teach and reinforce expected behavior and negative behavior should receive consequences that are <u>meaningful and instructive</u>.** Problem solving teams should be used to identify events in the environment that contribute to problem behavior.

- **Try to understand why a student behaves in a particular way**. It is usually driven by two principles: First, the behavior allows the youth to "get" something desirable, "escape" something undesirable or communicate a message or need. Second, behavior occurs in a particular context, either in a certain setting, under a certain condition or during an activity.

- **Address a student's problem behavior with a functional behavioral assessment (FBA).** An FBA is a team problem-solving process that relies on a variety of techniques and strategies to identify the purposes of specific behaviors. It helps individualized education program teams select interventions to directly address that problem behavior. The assessment looks beyond the behavior itself and identifies (through observation and student, teacher and peer interview) significant, pupil- specific social, sensory, physical, affective, cognitive or environmental factors associated with the occurrence of specific behaviors.

- **Teamwork plays an important part in addressing student behavior problems.** It is critical that General Education Teacher be involved in the process from beginning to end.

- **Formulate a behavioral intervention plan for children exhibiting problem behaviors.** It should include strategies and supports, program modifications and supplementary aids and services as needed to address the behavior. BIPs emphasize the skills students need to behave in a more appropriate manner.

- **Integrate supports into a child's BIP**. Such support can include peers, family, teachers and paraprofessionals, language specialists, other school staff (custodians, cafeteria workers or volunteers and community agency service providers).

- **Reinforce appropriate behavior at least twice as often as the problem behavior was criticized**.

In School Suspension:

In-school suspension may not be considered removals from school if the student with disabilities is provided with educational services to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals of the student's IEP.

The provision of educational services can be accomplished by the following:

- The ISS program must require students'regular education teachers to submit missed class work for students to work on.
- The student must receive any service

The IEP services can be provided by the following:

- The student with disabilities is allowed to attend regular scheduled special education classes while serving time in ISS.
- The special education teacher can go to the ISS classroom to provide services according to the IEP.

It is important that the ISS program and the special education teacher keep accurate records to document that the student did, in fact, receive special education services.

Administrators should use common sense when determining appropriate consequences for students with disabilities. Collaborative brainstorming with a student's special education teacher may result in consequences that are more effective for the student.

Teachers for students with disabilities should carefully examine repeated assignments of the student to the ISS for patterns. In some cases, assignments to ISS may be rewarding to students so they can avoid the demands of the regular classroom.

Out of School Suspensions (OSS):

When a student with disabilities is suspended from school for disciplinary reasons, it is considered a removal from school.

Federal law and Georgia regulations mandate that students with disabilities cannot be removed from school for more than 10 cumulative school days in one year:

- 10 consecutive school days, or
- A series of removals that cumulate to 10 days in one year

Removals beyond 10 school days in a school year constitute a change in the educational placement for the student.

It is not required that the school provides educational services for removals of 10 school days or less.

However, for students with disabilities who are removed from school for more than 10 school days in a school year, it is required that the school provide educational services to the extent necessary to enable the student to progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP.

Removals from School:

Removals from school are actions taken such as sending a student home for the remainder of the day or officially suspending the student from the school. It is imperative that administrators and special education teachers keep accurate records of any such actions for disciplinary reasons. Disciplinary
removals can result in a change in the student's current educational placement if the following occurs:

(1) The removal is for more than 10 consecutive school days; or
(2) The student is subjected to a series of removals that constitute a pattern because they cumulate to more than 10 school days in a school year.

Disciplinary Actions of 10 School Days or Less:

A student with a disability, who has an Individualized Education Program (IEP) in effect, can be removed to OSS, another setting, or an appropriate interim alternative educational setting (IAES), just as any other student without a disability can, for up to a total 10 school days, for violations of the code of conduct or school rules. The 10 days can be consecutive or cumulative and can occur during one school year. It is not necessary for the IEP team to meet when this occurs. Likewise, it is not necessary for a manifestation determination to be completed, a functional behavior assessment to be conducted, a behavior intervention plan to be developed, or for any special education services to be provided if the removal is for 10 or fewer school days in the school year.

Disciplinary Actions beyond 10 Days:

When frequent disciplinary actions add up to more than 10 school days in a school year, or when frequent disciplinary actions clearly indicate a pattern that is a change in placement, the IEP team must determine appropriate services that allow the student to continue to participate in the general education curriculum **and** progress toward meeting the goals outlined in the student's IEP, although in another setting.

After a student has been removed for 10 school days in the same school year, and a subsequent removal is not for more than 10 consecutive days and is not a change in placement, then the district personnel and at least one of the student's teachers must determine the extent of services needed so the student can continue to participate in the general education curriculum **and** progress toward meeting the goals outlined in the student's IEP, although in another setting.

If school administrators want to suspend a student from school for more than 10 consecutive school days, or to have a student's educational setting changed to an interim alternative educational setting for up to 45 school days for weapon or drug possession or for infliction of serious bodily injury on another person, school officials must notify the parent immediately of this decision. The administrator must also notify the Director of Special Education of this decision.

If a Functional Behavior Assessment has not been done prior to the misconduct resulting in suspension, or if the FBA is inappropriate, the IEP team completes an FBA.

If a Behavior Intervention Plan (BIP) has not been done prior to the misconduct resulting in suspension, or if the BIP is inappropriate, the team completes a BIP.

Placements in the In School Suspension program, detention program, opportunity room, etc. are not considered a change in the student's educational placement as long as IEP services are provided to the student by the appropriate special education teacher. Administrators and special education teachers should keep careful documentation in order to substantiate that special education services were provided.

Continuation of FAPE Services:

Administrators will contact the Director of Special Education to inform her that the student has exceeded more than 10 cumulative days within the school year.

- The administrator issuing the discipline will review the plan for continuation of services with the student and parent and obtain the required signatures. A copy of the notification letter will then be faxed to the special education office.
- Indicate Continuation of Services in Power School with a "Y" Code.
- Failure to show continuation of services in Power School, even if services are being provided, suggests that the Du Bois Integrity Academy Charter School System is out of compliance with federal and state regulations.
- The Special Education Department will maintain a log of services provided to students who have been removed for more than 10 cumulative days.

Manifestation Determination:

Within 10 school days from the beginning of a disciplinary action that either exceeds 10 school days in a row or that constitutes a pattern of removals (a change in placement), the student's IEP team must meet to determine whether the conduct in question was caused by, or had a direct and substantial
relationship to, the student's disability or whether the conduct was a result of the district's failure to implement the student's IEP. These steps are referred to as a "manifestation determination." In making this determination, the district, the parent, and relevant members of the IEP team (as determined by the parent and the district), will review

- the student's IEP,
- the student's behavior intervention plan,
- any relevant teacher observations, and
- any other information provided by the parents

If the IEP team finds that the student's behavior was caused by or had a direct and substantial relationship to the student's disability, or that the behavior was a direct result of the district's failure to implement the IEP, then the behavior is a manifestation of the student's disability. In this case, if the student does not have a behavior intervention plan, the IEP team must conduct a functional behavioral assessment and implement a behavior intervention plan to address the behavioral violation. If the student already has a behavior intervention plan that addresses the conduct in question, the IEP team must review and modify it as necessary to address the behavior.

If the IEP team finds that the student's behavior was not a manifestation of the student's disability, the same disciplinary actions can be imposed on the student with a disability as those imposed on any student. If these actions include expulsion, the IEP team must determine how the student will continue to receive educational services that allow him or her to continue to participate in the general education curriculum and progress toward meeting the goals in the IEP. In addition, the IEP team, if appropriate, will conduct a functional behavior assessment and develop a behavior intervention plan.

Note:

1. Always inform the Special Education Director about MD meetings as soon as possible
2. Thoroughly review the student's IEP, BIP, and placement prior to the meeting. For example, the BIP should be written based on individual student's needs and should not reiterate the school's discipline ladder. Let the Director of Special Education know if you have any concerns well in advance of the meeting. Do not wait until the last minute to do this review.
3. Manifestation Determination meetings may be highly charged emotionally for the parent, student, and sometimes the staff. Practice use of deflation techniques if anyone in the meeting becomes overly aroused.

Referral to Discipline Tribunal:

If a student with disabilities engages in an activity that warrants long-term suspension, the principal may remove the student by out-of-school suspension for a period up to 10 days and request a discipline tribunal. If referred for a system level tribunal, the administrator of the school will notify the Director of Special Education or the caseload manager as soon as possible to review the records on the student and schedule a Manifestation Determination Review meeting with appropriate personnel and parents.

Not later than the date on which the decision to take that action is made, the parents must be notified of that decision and provided the procedural safeguards notice (Parent Rights in Special Education). The superintendent or designee is responsible for delivering a letter to the parent informing of the request for a discipline tribunal. The student's caseload manager notifies the parent in the same delivery of an IEP meeting scheduled for the purpose of manifestation determination and ensures that the parents receive copies of their Rights in Special Education. Georgia Rules specify that the manifestation determination must be scheduled no later than 10 school days after the date the student was suspended from school. Note: If the student has accumulated out-of-school suspension days prior to this incident, the manifestation meeting must be scheduled in less than 10 school days. The IEP team will determine if the behavior is a manifestation of the student's disability. If the behavior is determined to be related to the student's behavior, the student may remain in his/her current placement. If not, the IEP committee determines the most appropriate placement. If the behavior was related to drugs, weapons, or serious bodily injury, school administrators will notify the Tribunal Hearing Officer to schedule a tribunal hearing. The student may be referred to an alternative placement no matter the outcome of the Manifestation Determination. Factors influencing the timing of the meeting may include resolution decided upon for the current offense by the administrator, and the number of days the student has already received Out of School Suspensions (OSS) or ISS without special education services. The IEP committee will need to determine how the student shall receive FAPE if suspensions exceed 10 days. If the parent
wishes to sign a waiver of their rights to a tribunal and Alternative School is recommended, the student shall continue to receive special education services at the home school until the intake appointment is conducted at the Alternative School unless consequences for discipline such as suspension prohibit them from doing so. If the parent does **not** wish to waive their rights to a tribunal, An IEP Meeting will be scheduled immediately following tribunal to review the recommended placement decision. The IEP committee will determine how to provide special education services to the student until the tribunal occurs. Parents will have a right to appeal the decision of the IEP Committee. It is the home school's responsibility to monitor the number of days of OSS and advise the special education department if FAPE beyond the allowable 10 days are needed. The committee is responsible for consulting the special education handbook on discipline for further details if needed regarding this process

Referral Due to Transfer from Alternative Setting for Discipline from Another County:

If a special education student has previously been enrolled in Du Bois Integrity Academy Charter School System within the last year, a special education transition meeting may be scheduled immediately. If the student has been away from Du Bois Integrity Academy Charter School System for a year or longer, or never been enrolled in this system, the student must first go to the registration office prior to having the IEP meeting or enrolling. The Alternative School Director is notified to expect the student if Alternative School is to be considered and will request a meeting with the Director of Special Education.

It is recommended that the IEP meeting be held prior to enrollment. Records should be requested and received from prior placement before meeting.

If the IEP committee recommends placement at the Alternative School, he/she is not considered enrolled until intake has occurred. At this time, the secretary for the Data Management Technology Specialist will add the student in Power School.

Incarcerated Students:

Students eligible for special education services who have an IEP and who are in a facility operated by the Department of Juvenile Justice (DJJ) or the Department of Corrections (DOC) must receive their educational programs. Each of these agencies provides the services to students within their facilities in Georgia. Each agency has the responsibility to identify, evaluate, determine eligibility, and provide special education and related services to students. These agencies will contact the most recent public school attended by a student to obtain copies of educational records so that FAPE can be provided. DJJ and DOC are public schools and should be treated as other public schools when providing records in an expeditious manner.

Adult students who are between the ages of 18 and 21 who, prior to being in the correctional facility (jail), did not have an IEP the last time they attended school, are the exception. These students do not have an entitlement to FAPE. A student with a current IEP who is in the community jail, such as those managed by city or county agencies (i.e., the sheriff's office), is also entitled to FAPE. In these circumstances, the district where the student is incarcerated is responsible for providing services. Du Bois Integrity Academy Charter School System will work closely with the local jail in order to gain access to the student and to deliver services. The main concern of the local sheriff or other enforcement agency is safety, while the district's obligation is to provide FAPE.

Appeals Process:

If a parent of a child with a disability disagrees with the decision regarding placement or the manifestation determination, or it is believed that the current placement would cause injury to the child or others, the parent may appeal the decision by requesting a hearing. The hearing is requested by filing a due process hearing request. The written appeal must be filed with the Director of Special Education and include the name and home address of the child; the name of the school the child attends, and a statement of the reasons why the decision is being appealed. Once the appeal is filed an administrative law judge or hearing officer who is not employed by the school system will hear the facts and make a determination regarding the appeal. Parents will be provided with a list of persons who serve as administrative law judge /hearing offices as well as a statement of their qualifications.

During the appeals, the child will remain in an interim alternative educational setting pending the decision of the administrative law judge/hearing officer or until the expiration of the time period specified in the disciplinary code or federal law, whichever occurs first, unless the parent or school system agree otherwise.

Interim Alternative Educational Settings (IAES):

Serious behavior problems can result in removal to an Interim Alternative Educational Setting for up to 45 school days. This can happen even if the conduct is determined to be a manifestation of the student's disability. Removing the student for these offenses does not require parent consent or agreement, nor does it require a tribunal hearing. In these cases, Du Bois Integrity Academy Charter School System officials must notify the parent immediately of this decision and provide parental rights.

School personnel may order a change in placement of a student with a disability to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than 45 calendar days if:

(1) The student carries a weapon to school or to a school function, or possesses a weapon at a school or a school function under the jurisdiction of Clayton County.
(2) The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function under the jurisdiction of Clayton County.

Referral to and Action by Law Enforcement and Judicial Authorities:

Disciplinary actions that warrant referral to law enforcement agencies are specified in the Du Bois Integrity Academy Charter School System Code of Student Conduct. As such, school administrators will report a crime committed by a child with a disability to appropriate authorities as specified in the Code of Conduct. In accordance with Family Educational Rights and Privacy Act (FERPA) regulations, copies of the student's special education records and disciplinary records will be provided to the appropriate authorities upon written request by the student's parents or if the student is over 18, the student may make the written request him/herself.

Referral Due to Return from Youth Detention Centers (YDC), Regional Youth Detention Centers (RYDC), or Department of Juvenile Justice DJJ Custody:

In accordance with State Board Rule 160-4-8-.17 (Case Management Consultation for Agency Placed Transfer Students) the Department of Juvenile Justice caseworker(s) have been informed to contact Student Services to coordinate a transition meeting for a student returning/entering from YDC or RYDC. For special education students, Student Services will notify the Director of Special Education when the student is enrolled and notify the special education department when the transition meeting has been completed. The transition meeting will occur within five days of the student enrolling in the school system.

If a special education student has previously been enrolled in Du Bois Integrity Academy Charter School System within the last year, the student will return to their last placement pending the determination of services from the transition meeting. The IEP committee will convene after transition services are determined if a change in placement is to be considered.

If the student has been away from Du Bois Integrity Academy Charter School System for a year or longer, the student must first go to the administrative office. An IEP meeting will be scheduled prior to enrollment. Records should be requested and received from prior placement before meeting. In addition to the required documentation for special education purposes, documentation of the Case Management Consultation (CMC) will be obtained from the School Social Worker. The IEP team may

convene if CMC documentation indicates that additional services or a change of placement is needed.

If the IEP committee recommends placement at the Alternative School, he/she is not considered enrolled until intake has occurred. At this time, the Data Management Technology Specialist will add the student in Power School.

Contact the Director of Special Education for more detailed information.

Serious Violations:
(Bringing drugs or weapons to school, or inflicting serious bodily injury on another person)

- Serious behavior problems as outlined above can result in removal to an InterimAlternative Educational Setting (IAES) for up to 45 days.
- This can happen even if the conduct is determined to be a manifestation of the students' disability.
- Removing the student for these offenses does not require parent consent or agreement, nor does it require a tribunal meeting.
- In these cases, system officials must notify the parent immediately of this decision andprovide Parental Rights.

Additional Considerations:

System personnel may take into account all circumstances when deciding if a change of placement is the right action to take for a student with disability. System personnel may consider various forms of information such as the following:

- Student's disciplinary history
- Ability to understand the consequences
- Expression of remorse, and
- The supports that were provided to the student prior to the behavioral violation

Protection for Children Not Yet Eligible:

If a child has not been identified as a student with disabilities and the district has no knowledge of a child's disability, he/she is not given consideration as a child with a disability. However, if the child who has violated the code of conduct has a parent, teacher or administrator who have expressed concerns about the child's behavior, or a parent has requested an evaluation for services the child must be given consideration as a child with a disability. Also, if the school knows a child has a disability

before the behavior that caused the disciplinary action occurred then the student would have provisions as a student with disabilities. If the parent had not allowed an evaluation or refused services, then the student does not have provisions as a student with an IEP. If a request for an evaluation is made during the time a student is subjected to disciplinary measures, school authorities determine placement until the evaluation is completed.

Procedures and Guidelines:

1. At the beginning of each school year, and as often as necessary, the Director of Special Education reminds school administrators to check for the special education flag in Power School when suspending students and to maintain ongoing communication with the special education case manager and special education office about the discipline of students with disabilities.

2. School administrators will review Georgia Rule Number 160-4-7.10 regarding appropriate and legally based disciplinary procedures for special education students at the beginning of each school year and periodically as needed throughout the year.

3. Special education case managers will ensure that school administrators, general education teachers, and other staff members are aware of all disabled students with which they interact, and are provided with a copy of the BIP (where appropriate). School administrators may also access the BIPs from GoIEP.

4. The administrator responsible for discipline should monitor the days of removal for students with disabilities.

5. Students who are prone to Code of Conduct Violations should be monitored frequently. Each school should develop a procedure of checks- and balances to ensure that students are not overlooked. Middle and high school special education students will also be monitored by the caseload manager.

6. Students who accumulate 7 days, or fewer if deemed appropriate, of removal (bus, ISS, OSS) will be placed on Tier II of the behavior intervention scale.

7. Use ISS before OSS, if at all possible, so that we can at least have the special education students in some sort of educational environment. Academic work must continue while in ISS. However, it is **not appropriate**; to have a student in ISS for an extended time without an IEP meeting to determine if this is an appropriate alternative setting.

8. The case manager should monitor the discipline of students on their caseloads and should notify the special education office if a student is given ISS or OSS chronically.

9. If a student is given ISS or OSS chronically (more than 7 days or fewer if deemed appropriate), a meeting will need to be held to determine whether or not the behaviors are a manifestation of the student's disability.

10. If a student is sent to ISS, the school administrator must arrange for the student's IEP services to be given by appropriate personnel each day that s/he is in ISS. Each teacher who delivers the ISS services should sign in to document the date services were given and to whom.

11. A student **is NOT** to be given more than 10 days of OSS (compiled or all at once) without a behavior manifestation meeting AND without access to services **beginning the 11th day** that he is out of school. **The plan for services will be developed by the IEP team after the 7th day of removal.**

12. The administrator will contact the Director of Special Education if they are considering suspending a student from school for more than 10 consecutive school days, or recommends placement at the alternative school for weapon or drug possession or for infliction of serious bodily injury on another person.

13. Discipline data will be reviewed at school leadership team meetings. School discipline data will also be reviewed at monthly administrators' meetings. Data will be used to plan professional development activities and to make appropriate recommendations for revision of policies and procedures.

14. A report showing the disciplinary actions each school and system has taken with students with disabilities are among the requirements the State Department of Education has for each school district. Reports from the student information system on disciplinary actions administered to students with disabilities are compiled and sent to the DOE at the end of the school year.

15. One of GA's performance goals for students with disabilities is to "decrease the percentage of students with disabilities who are removed from school for disciplinary reasons." For this reason, if at all possible, the student should be maintained in his school environment. If he does not have a behavior intervention plan (BIP) and he is exhibiting behaviors that are causing him to be sent to the office on a regular basis, a BIP should be considered by the IEP team. It may not be appropriate to suspend a student for the same behavior more than once without a BIP, as this would seem to be interfering with the student's educational performance (keeping the student out of class by having him/her in ISS).

16. GaDOE personnel look at ISS data as well as OSS data to determine if we are disproportionately disciplining students with disabilities.

Alternative School Referral and Placement Procedures:

Special education students are referred to the Alternative School through the Individualized Educational Program (IEP) process. Students generally are considered for the program if they have been referred to a system level tribunal for a major offense or for cumulative offenses that were a chronic disruption to the learning environment. Students may also be considered for Alternative School placement if they are transferring from an alternative placement in another school system or returning from YDC, DJJ placement or residential setting.

School personnel should contact the Director of Special Education immediately on all special education students who are referred to tribunal or entering the system from an alternative setting for discipline issues.

Before recommending a special education student for placement at Alternative School, the IEP committee should consider several factors such as the student's chronological age and grade placement, credits earned, nature of the disability, motivation and/or attitude of the student, nature of the offense (whether it occurred at school, home or in the community), and safety of students within the traditional school setting. The IEP committee is charged with deciding the most appropriate setting to meet the student's individual needs.

Seclusion and Restraint for All Children:

Enhancing School Safety: Appropriate Use of Restraint Procedures

Both our state and federal legislatures have proposed bills to regulate the use of restraint and seclusion in public schools. Du Bois Integrity Academy Charter School System has established policy and procedure documents to make sure our staff is in full compliance of the law. (HR 4247 and S 2860)

The use of seclusion (the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving), prone restraint (intentionally placing face-down on the floor or another surface, and physically applying pressure to the student's body to keep the student in the prone position) and mechanical or chemical restraints (use of devices or medication to limit a student's freedom of movement) is explicitly ***prohibited*** in Georgia schools. [Code 160-5-1-.35]

Physical restraint may be used in extreme circumstances as an emergency procedure to prevent risk of injury to self or others but certain conditions must be met by the district:

- All staff is trained in prevention of behavior problems, including de-escalation techniques, use of system-wide positive behavior supports to teach and reinforce appropriate behavior and familiarity of social skills curriculum.
- Some school staff are trained in physical intervention (restraint) and only trained personnel will employ these procedures. *Physical restraint is prohibited as a form of discipline or punishment, or when the restraint would result in harm to the student because of psychiatric, medical or physical conditions as described in the student's educational records.*
- All physical restraint will be immediately terminated when the student is no longer an immediate danger to himself or others or if the student is observed to be in severe distress.
- All physical restraints will be observed and monitored by appropriate school staff.
- Written parental notification will be given within one school day when physical restraint is used with their student
- The school will maintain documentation of each incident of restraint (incident report form)
- Debriefing with school administration will be required following each restraint incident to discuss necessity of restraint and alternative techniques that might be employed in the future.

The keys to success for Du Bois Integrity Academy Charter School System attempting to reduce and eliminate instances of restraint and seclusion are as follows:

- A comprehensive and clear policy and procedure
- Restraint must be the intervention of last resort
- Staff must be trained in de-escalation techniques
- Adequate and well-prepared staff
- Consumer (student) involvement
- A system of data collection and analysis
- Strategies for organizational change
- Performance measurement systems
- Emphasis on staff and consumer (student) strengths
- Cultural competence
- Effective consumer (student) and staff debriefing
- An environment that prioritizes consumer (student) dignity

PROHIBITED BEHAVIORS

DuBois Integrity Academy has adopted the following policies regarding specific prohibited behaviors:

1. **Tobacco:** All tobacco products are prohibited at DuBois Integrity Academy. Penalties for scholars found with tobacco products range from short-term suspension to long-term suspension.

2. **Electronic Communication Devices:** Electronic communication devices (including paging devices, cellular phones, walkie-talkies, etc.) are prohibited at DuBois Integrity Academy grades K-5. The Official Code of Georgia Annotated 20-2-1183 prohibits scholars from possessing a pager or cellular phone or other electronic communication device [such as, but not limited to, cell phones, pagers, a walkie-talkie) at school or on a school bus [including field trips and extracurricular activities). On the first violation, the device will be confiscated and will only be returned to the child's parent. Additional violations will result in the child being suspended. The school also reserves the right to confiscate the device for an extended period of time if it is brought back on campus.

3. **Cell Phones:** Due to the potential disruption a cellular telephone may cause to the instructional environment, the disciplinary actions outlined in the Electronic Device Policy will be strictly enforced if cell phones are visible during the school day. The use of cellular telephones is forbidden for all scholars at all times during the instructional day. The instructional day includes, but is not limited to, lunch breaks, class changes, study halls and any other structured or non-structured instructional activity that occurs during the normal school day. Devices must be out of sight and turned off. This prohibition includes all emergency situations unless the scholar is directed to use a cellular telephone by a DIA employee or other official.

4. **Weapons and/or Explosive Devices: A** scholar shall not possess, handle, or transport any explosive, weapon, dangerous object or object that can reasonably be considered a weapon. Disciplinary actions will include long-term suspension. Additionally, as required by state and federal law, DuBois Integrity Academy shall report the infraction to local law enforcement authorities, which could subject the scholar to additional legal actions.

5. **Firearms: A** scholar shall not possess, handle or transport any pistol. revolver, or any other firearm designed or intended to propel a missile of any kind, including an imitation gun or weapon that look real or a stun gun. A stun weapon refers to any mechanism that is designed to emit an electronic, magnetic, or other type of charge or shock for the purpose of temporarily incapacitating a person. Any scholar who is determined to have brought a firearm to school shall receive a long-term suspension and shall be reported to the local law enforcement agencies for further legal actions.

6. **Cutting Instruments/ Objects: A** scholar shall not carry, conceal. display or use any straight edge razor, box cutter, razor blade, disk, bowie knife, switchblade knife, ballistic knife, or any other knife, spring stick, metal knuckles, blackjack, bat, club, or other bludgeon-type weapon, or any flailing instrument which may be known as nun-chuck or fighting chain, throwing star or oriental dart, or any weapon of like kind. Items will be confiscated and turned over to a police officer. In addition to any criminal penalty, scholars are also subject to disciplinary action up to and including long-term suspension. (This includes any object that can cause bodily harm to another individual.)

7. **Explosives: A** scholar shall also not supply, possess, handle, use, threaten to use, or transmit any explosive device or item that ejects or releases a spray, foam, gas, spark, fire, smoke, odor, etc., including but not limited to: fireworks of any type or size, smoke bomb, paint bomb, stink bomb, any homemade bomb, or any form of gasoline, kerosene, explosive or corrosive chemicals, etc. Scholars found to be in violation of this policy are also subject to disciplinary action up to and including long-term suspension as well as legal action by the local law enforcement agencies.

8. **School Safety Zone:** In addition, The Official Code of Georgia Annotated 16-11-127.1 states that "It shall be unlawful for any person to carry to or to possess or have under such person's control while within a School Safety Zone or at a school building, school function, field trip, or school property or on a school bus or other transportation furnished by the school any weapon or explosive compound. Any person who violates this subsection shall be guilty of a felony and, upon conviction thereof, be punished by a fine of not more than $10,000, by imprisonment for not less than two nor more than ten years, or both. A juvenile who violates this subsection shall be subject to the provisions of Code Section 15-11-37.

9. **Threatening or Violence Against Staff:** Scholars shall not threaten. harass, or cause inappropriate bodily contact with and/or cause damage to the property of any school employee. Scholars found to be in violation of this policy shall be subject to short-term suspension or long-term suspension, as well as a referral to the local law enforcement agencies. Parents of scholars verbally threating to cause physical violence to any staff member, using profanity, disorderly, unruly conduct disrupting the school environment or premises of DuBois Integrity Academy on any parts of the campus will be grounds to cause the parent to be restricted from the school' premises as well as being referred to local law enforcement agencies.

10. **Illegal/Dangerous Drugs:** Scholars shall not use, purchase, possess, sell. distribute, consume, be under the influence of, or have the odor of any kind of

controlled substance as defined by state law. These prohibitions include, but are not limited to: anabolic steroids, substances that look like drugs, cigarettes, imitation controlled substances, drug paraphernalia and other substances such as crack, glue, LSD, heroin, cocaine, marijuana, etc. Scholars may also be subject to prosecution under the Official Code of Georgia § 16-13-32.4 which states:

"It shall be unlawful for any person to manufacture, distribute, dispense, or possess with intent to distribute a controlled substance or marijuana in, on, or within 1,000 feet of any real property owned by or leased to any public or private elementary school, secondary school, or school board used for elementary or secondary education. Any person who violates or conspires to violate subsection (a) of this Code section shall be guilty of a felony and upon conviction shall receive the following punishment: (1) Upon a first conviction, imprisonment for not more than 20 years or a fine of not more than $20,000.00, or both; or (2) Upon a second or subsequent conviction, imprisonment for not less than five years nor more than 40 years or a fine of not more than $40,000.00, or both. It shall be mandatory for the court to impose a minimum sentence of five years which may not be suspended unless otherwise provided by law."

11. **Drug Related Violations Zero Tolerance:** DuBois Integrity Academy maintains a zero tolerance for consuming, possessing, buying, sharing or being under the influence of drugs on school property or at any school sponsored event. Violators will be reported immediately to the appropriate law enforcement agency. Violators will also be subject to immediate long-term suspension.

12. **Alcohol:** DuBois Integrity Academy maintains a zero tolerance for consuming, possessing, buying, sharing or being under the influence of or having the odor of any kind of alcoholic beverage on school property or at any school sponsored event. Violators will be reported immediately to the appropriate law enforcement agency. Violators will also be subject to immediate long-term suspension, and reported to the local law enforcement.

13. **Destruction or Theft of Property:** Destruction of, theft of, and/or threats to destroy or damage or deface school, private, or public property will result in immediate disciplinary action ranging from short-term suspension to long-term suspension, and referral to local law enforcement agencies.

14. Violence: Violence at DuBois Integrity Academy will not be tolerated. Verbal threatening, fighting or intimidating scholars with or without actual physical contact, an attempt to hurt another, or actions which cause reasonable fear of immediate bodily harm is defined as an "assault" and will result in penalties ranging from short-term suspension to long-term suspension. Fighting or making physical contact of an insulting, offensive, or provoking nature with another scholar is defined as "simple battery" and will result in penalties ranging from short-term suspension to long-term suspension, and referral to local law enforcement agencies.

15. Violence/Aggravated Battery: Scholars guilt of "aggravated battery (maliciously causing bodily harm to another) or "aggravated assault" (an assault made with a deadly weapon or with an object or device that is likely to result in serious bodily harm) are subject to immediate long-term suspension and referral to local law enforcement agencies. Scholars who participate in a fight by running to an altercation or by encouraging others to participate are also subject to punishment ranging from Suspension to mandatory transfer. In addition to school sanctioned disciplinary actions, scholars may also be referred to the appropriate law enforcement agency.

16. Gangs (secret societies) & Gang-Like Activity: DuBois Integrity Academy maintains a zero tolerance for gang activities on any school campus or school sponsored event. Violators will be reported immediately to the appropriate law enforcement agency. Violators will also be subject to immediate long-term suspension.

17. Gang-Like Activities or Association: Scholars may also be disciplined for gang-like activity. Gang-like activity is any association, or group of three or more persons associated in fact, whether formal or informal, which engages in a pattern of gang activity. The existence of such organization, association, or group of individuals associated in fact may be established by evidence of a common name or common identifying signs, symbols, tattoos, graffiti. or attire or other distinguishing characteristics.

18. Gangs State Statute: Gangs, as defined in state statue, are forbidden to gather or co-mingle at school system sites or school related events. Individuals who engage in gang-related behavior at school sites or at school-sponsored activities disrupt the educational process and promote an atmosphere where unlawful acts or serious violations of school rules may occur.

Examples of gang-related behavior may include, but are not limited to:

- The presence of any apparel, jewelry, accessory or manner of grooming which, by virtue of its color, arrangement, trademark, symbol, or any other attribute indicates or implies gang membership or affiliation with such a group.
- Initiation, hazing, intimidation, and/or related activities of such group affiliations that are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to scholars or staff.
- Threatening to commit, or actually committing, any crime with the purpose of terrorizing another, causing the evacuation of a school system facility or school bus, causing disruption of the orderly operation at any school system facility, or acting in reckless disregard of the risk of causing such terror or disruption.
- Using, employing, or relying up on gang members or affiliation to threaten, intimidate, or to harass scholars and/or staff.
- The use of certain hand signals or gestures that may, in any way, be linked to a gang or gang-related activity or behavior.
- Graffiti that may, in any way, be linked to a gang or gang-related activity or behavior.
- Identifying oneself as a member of a gang.
- Recruiting or soliciting membership in a gang or gang-related organization.

19. **Consequences of Gang Behavior:** Scholars who engage in gang-related behaviors are subject to consequences in accordance with DuBois Integrity Academy's progressive discipline procedures up to, and including, suspension, expulsion, and referral to the appropriate legal authorities.

20. **Bullying/Harassment:** In accordance with Georgia law, bullying is strictly prohibited and will result in immediate disciplinary action. Bullying is defined as l) any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so; or 2) any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm.

21. **Operational Definition of Harassment:** Harassment, which includes any form of behavior that would contribute to or cause psychological harm to someone

else and/or urges scholars to engage in such conduct, shall also be prohibited at the school. Examples are verbal, written or physical taunts, insults, or challenges, which are likely to intimidate and/or provoke a negative response from the scholars being treated in this manner.

Additional examples of bullying/harassment behaviors Include but are not limited to:

- Physical: hitting, kicking, grabbing, spitting, giving wedgies, etc.
- Verbal: name calling, racist remarks, put-downs. extortion, etc.
- Indirect: spreading rumors, wearing or possessing items depicting or implying hatred or prejudice, exclusion from peer group, taking and hiding/destroying other's possessions, etc.
- Written/electronic: e-mail/blogs or other similar means, notes, and/or graffiti, containing harassing or bullying messages etc.

Grounds for disciplinary action may apply whenever the scholar's prohibited behavior is reasonably related to school or school activities, including but not limited to on/off school grounds, school sponsored activities. traveling to or from school or a school activity, and the greater community.

22. **Rude or Disrespectful Behavior:** scholars at DuBois Integrity Academy are expected to operate with the utmost integrity at all times, and therefore discourteous or inappropriate language and/or behavior or gestures toward a staff member or scholars will result in penalties ranging from a scholar dollars paycheck system deductions/demerit to short-term suspension. Consistent rude or disrespectful behavior may result in mandatory transfer.

23. **Skipping Class:** Any scholar caught skipping class is subject to immediate consequences ranging from short-term suspension to long-term suspension.

24. **Classroom Disturbance:** The value of "champion teaching and learning" is of the utmost importance at DuBois Integrity Academy, and therefore classroom disturbances will not be tolerated. Any behavior that disrupts the instructional process, distracts scholars and/or teachers from classroom activities and studies, and/or creates a dangerous or fearful situation for scholars and/or staff will result in penalties ranging from a scholar dollars paycheck system

deduction/demerit to short-term suspension. Consistent disturbances may result in long-term suspension.

25. **School Disturbance:** Any acts that may cause disruption of the school environment and/or threaten the safety or well-being of other scholars is strictly prohibited at DuBois Integrity Academy. Such activities may include, but are not limited to, terroristic threats, gang-related activities, walk-outs, sit-downs, rioting, picketing, trespassing, inciting disturbances, threats to the school, pranks, etc. Penalties for such disturbances may range from short-term suspension to long-term suspension. **This Includes parents, relative, guardians or family members of scholars and can result in these being restricted from the school's premises.**

26. **Profanity or Obscenity:** Scholars at DuBois Integrity Academy are expected to uphold the value of integrity at all times, and any use of profanity or obscenity will be considered a violation of this value. Such use includes, but is not limited to, profane, vulgar, obscene words or gestures: possession of profane, vulgar, or obscene material; accessing, viewing, and/or sending obscene material via the Internet. email, cell phones (e.g. "sexting") or other electronic means; profane, vulgar, obscene or insulting racial, ethnic, or religious comments or actions. Penalties may range from a Principal Office visit, or Suspension, depending upon the severity of the violation.
This Includes parents, relative, guardians or family members of scholars can result in these being restricted from the school's premises.

27. **Failure to Accept Disciplinary Action:** Scholars are expected to follow the disciplinary actions set forth by any staff member at the school, and any scholar who fails to do so is subject to immediate and harsh consequences. Refusing or failure to serve ISS, OSS, or Parent Care, or carry out any other disciplinary action imposed by a teacher or school administrator is grounds for immediate suspension.

28. **Bus Misbehavior (When Made Available):** Scholars at DuBois Integrity Academy must recognize that riding the bus is a privilege, not a right. Therefore, the privilege of riding the bus to and from school, field trips, or school events may be denied to any scholar who consistently misbehaves while on the bus. In addition, any behavior that disturbs or distracts a bus driver, or causes a

dangerous situation for a bus driver and/or scholar, or that disturbs the orderly operation of a bus, or that creates a dangerous for vehicles operating near a bus (including throwing things out of the window or using reflective devices to distract drivers, etc.) may result in immediate suspension.

29. **Prohibited Items on School Buses When Made Available:** The following items are prohibited while on a school bus: electronic devices (such as cellular phones, pagers, audible radios, tape or compact discs without headphones), food, drinks, candy, glass objects, nuisance items, animals, drugs, weapons, mirrors, lasers, flash cameras, or any other device that might interfere with the driver's operation of the school bus. Scholars who do not follow the school bus rules may be suspended from the school events temporarily or for the entire year, depending upon the severity of the violations.

30. **Conduct Outside of School Hours:** It is imperative that scholars recognize that as a DuBois Integrity Academy, they are always representing the school. Therefore, any conduct outside of school hours or away from school which may adversely affect the educational process or endanger the health, safety, morals, reputation, or well-being of other scholars or staff members may result in punishment by the school. Such penalties may range from verbal warnings to suspension. (For example, a Facebook feud, disagreement, or argument between students that spills over at school resulting in a serious disruption or fight.)

31. **Gambling:** Gambling in all forms is strictly prohibited at DuBois Integrity Academy. Acts such as betting money or items on card games, dice games, the outcome of games or activities and/or possession of gambling materials or paraphernalia may result in a variety of consequences ranging up to Suspension.

32. **Providing False Information:** Scholars engaging in any act that entails providing false information to the school will be subject to immediate consequences. Such offenses include such acts as falsifying school records, forging signatures, making or providing false statements, bribery, using an unauthorized User ID or password, etc. Penalties for such infractions may range Principal Office Visit to being placed on Suspension. ng required to transfer.

33. Cheating/Plagiarism: Cheating will absolutely not be tolerated at DuBois Integrity Academy. Scholars found to be cheating will receive a consequence ranging from Principal Office Visit to suspension along with a written assignment. Cheating includes copying someone else's work, having someone else complete an assignment, copying the answers from an answer key, going against the directions in seeking outside assistance, etc. Repeated cheating may result in a short or long-term suspension in addition to other consequences.

34. Operational Definition of Plagiarism: Plagiarism involves the stealing of someone else's ideas or words as one's own or the imitation of the language, ideas, and thoughts of another author (or person) and representation of them as one's original work. Scholars who copy an idea or the actual text from another source and claim that it is their own will be guilty of plagiarism. Plagiarizing is considered against the law and will be punished at DuBois Integrity Academy. Penalties may range from detention to suspension.

35. Sexual Misconduct: Sexual misconduct between or among scholars on school property or at any school activity or event, including, but not limited to, sexual contact, sexual assault, unwelcome sexual advances or comments, request for sexual favors, indecent exposure, insulting comments about sexual orientation, stalking etc. will be subject to swift and harsh consequences ranging from short-term suspension to long-term suspension. Such matters will also be referred to law enforcement when appropriate.

36. Trespassing on School Property: Scholars at DuBois Integrity Academy are not allowed to enter the premises of the school after hours or on the weekend without authorization or permission from the principal. Scholars found to be trespassing may be suspended. When a scholar or a scholar's parents or guardians refuses to leave the school property and/or returns to the school after being instructed to leave the property, the scholar will be in violation of this policy and the matter will be referred to law enforcement. Scholars who have been suspended are strictly prohibited from entering the premises of the school at any time during the length of their suspension.

37. Soliciting/Selling Merchandise: Scholars are not permitted to solicit or sell merchandise to other scholars or staff members without administrative authorization. Such activity is prohibited during all school functions, including

but not limited to: on school grounds. during school sponsored activities, or traveling to or from school or a school activity. Scholars found to be in violation of this policy shall be subject to consequences ranging from principal Office Visit to short-term suspension. Soliciting or selling illegal substances will result in further consequences up to long-term suspension.

Dubois Integrity Academy Students with Disabilities Policies and Procedures

CHILD IDENTIFICATION/CHILD FIND PROCEDURES

In accordance with federal regulations, the *Dubois Integrity Academy* assumes responsibility for the location, identification and evaluation of all children from birth through age 21 that require special education and related services. All children who are suspected of having a disability and who ore in need of special education are part of the child find process at the school.

This Includes students who are:

- Students enrolled at the charter school;
- Students advancing from grade to grade;
- Students enrolled by their parents in private elementary, including religious schools located in our County (regardless of the severity of their disability); and
- Students who are wards of the state and children who are highly mobile, such as migrant and homeless children.

The DuBois Integrity Academy has a child identification process that includes the location, identification and evaluation of a child suspected of having a disability or suspected of being gifted and talented. Our Special Education Deportment Chair coordinates the child identification process. She uses staff, o variety of community resources, and conducts many systematic activities in our efforts to identity children requiring special services.

ROLE OF THE GENERAL EDUCATION TEACHER

Determines Areas of Most Concern/ Limited to 2 areas of <u>most concern</u> as follows:

<u>STEP ONE:</u>

- Basic Reading
- Reading Fluency
- Reading Comprehension
- Math Calculation
- Math Reasoning
- Written Expression
- Listening Comprehension / Oral Expression
- Behavior
- Speech (Speech Identification Process)
    - The general education teacher completes a speech screener,
    - The screener then serves as a referral for the speech/language therapist to conduct a speech evaluation on the student,
    - On the screener, the teacher will outline the area(s) of concern, i.e., articulation or stuttering concern,
    - Once the screener is completed. the special education teacher **will** send home for parents' signature a parental consent to evaluate for speech,
    - Upon receiving parental approval, the speech therapist **will** evaluate the student for possible speech services,
    - If through the evaluation, the speech therapist determines that there exists a speech/language deficit area(s). an Individualized Educational Plan (IEP) **will** be developed and implemented.
    - An eligibility meeting will be held with the Speech/Language Tearn and an Eligibility Report will be developed,

- At the start of the meeting, Parental Rights are given in writing to the parents and an explanation is offered by the Speech/Language Therapist,
- The meeting team will "agree" or disagree" on whether the student would qualify to receive Speech/Language services through the IEP,
- The meeting team will then develop Speech/Language supportive services, goals, and objectives at the meeting with parental and teacher input.

STEP TWO:

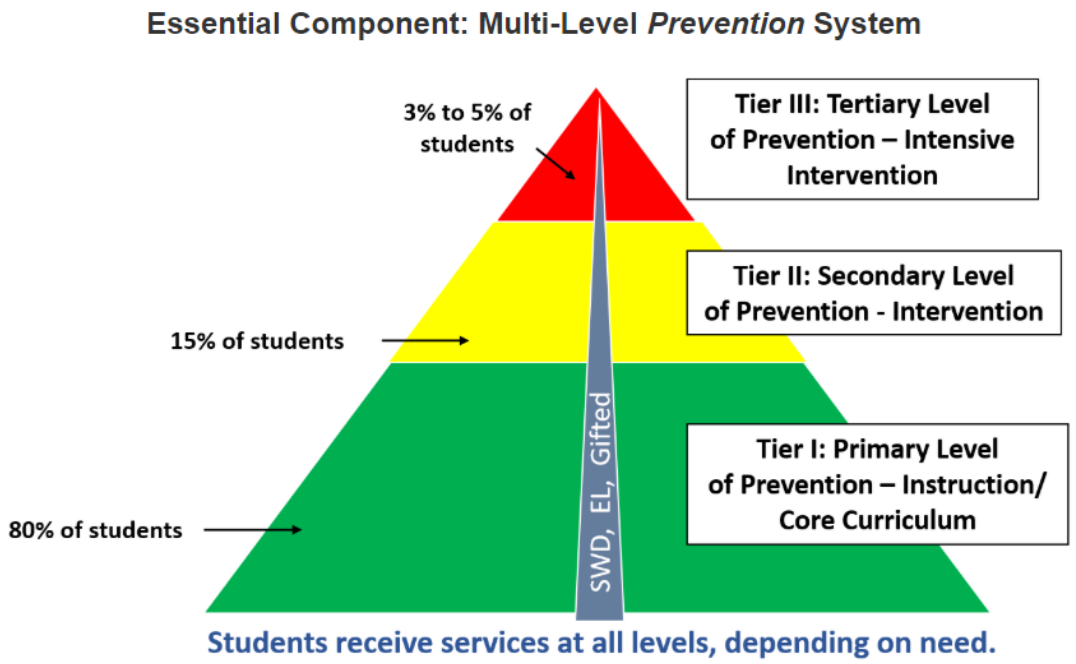
Determine an Intervention that Addresses the Area [s) of Concern from the Intervention Manual modeled from the local school district.

- Make sure the Interventions prescribed matches the correct Tier and location (within classroom or pull-out setting)
- A copy of the Actual Intervention (Page) is placed in the Student File.

RESPONSE TO INTERVENTION MODEL

STATE OF GEORGIA PYRAMID OF INTERVENTIONS

$pedal Education Rules Implementation Manual



STEP THREE:

The Interventions Implemented by the Early Intervention Program Teacher and General Education Teacher (s):

Tier 1:

Standards-Based Classroom Instruction / Learning, Progress Monitoring, Universal Screening benchmark data collected for at least one grading period

Tier 2:

- Academic - 2 Times / Week
- Behavior – Daily
- Speech- 1 Time / Week

Tier 3:

- Academic - 3 Times / Week
- Behavior – Daily
- Speech- 2-3 Times / Week

- Document Frequency of Intervention on the *Tracking Sheet*

- For Behavior Concerns-20 days of Specific Behaviors are documented on RTI-B1 Form

STEP FOUR:

Progress Monitoring Interventions (Access Using AIMSWeb Probes):

Tier 1:

Standards-Based Classroom Tests and Teacher-Led Observations for at least one grading period

Tier 2:

- Academic - 2 Times / Month
- Behavior – Daily
- Speech- 1 Time / Week

Tier 3:

- Academic - 1 Time /Week
- Behavior -Daily
- Speech- 1 Time /Week

- **Graph the**

Results STEP FIVE:

Teachers Bring to the FIRST Meeting of the School Year:

- Work Samples (Reading/Writing/Math) **No More Than two for each area*
- Statement of Status **Formerly Named Teacher Skills Inventory*

Teachers Bring to EVERY Meeting of the School Year:

- Copy of Intervention
- Tracking Sheet
- Results of Progress Monitoring Assessments (Graphed) - 4 Weeks
- Behavior Observation Form - *If Behavior Concerns*

DUTIES OF THE SST DEPARTMENT CHAIR

1. Initiate / Complete Tier 2 Meetings:
   a. Consider initiating Tier 2 when student is failing a core academic area, has 3 or more behavior referrals or parent has concerns.

2. Complete "Request for SST Assistance" when needed: Notify Counselor after two meetings has been held. Make sure all documentation is in the file.

3. Review all SST (Red) Files – Document on File Review Form

4. Implement interventions in all areas of concern – (Make Copy of Intervention)

5. Document Frequency on Tracking Sheet

6. Progress Monitor
    - Academic -Weekly
    - Behavior- Daily
7. Graph Progress Monitoring before each meeting
8. If Behavior Concerns also document specific behavior incidents
9. Bring all data to every SST Meeting

ROLE OF THE STUDENT SUPPORT TEAM

The *Student Support Team* (SST) at *Dubois Integrity Academy* ensure that the student meets the eligibility requirements of the Individuals with Disabilities Education Act as amended in 2004 ("IDEA") and state regulations. In all cases, the SST will not determine that a student has a disability if the suspected disability is because of a lack of instruction in reading or math. If the student is not proficient in English, our SST will not identify the student as disabled if the limited English proficiency is the cause for the suspected disability.

IDENTIFICATION OF SCHOOL-AGE CHILDREN (5-21)

Transfer Students:

The Principal of *Dubois Integrity Academy* signee of the school reviews the records of any new student transferring from another school system whether transferring from a school within County (local school district) or from out of state. If the records indicate

that the student has been identified as a student with disabilities and that the student requires special education and related services, the student is immediately enrolled in school and, in consultation with parents, given an appropriate program including services comparable to those described on the student's IEP. If the *Individualized Education Program* (IEP) from the sending school requires revision, an *IEP Amendment Meeting* by the special education teacher is held at the earliest possible opportunity to develop, adopt and implement a new IEP. For students transferring from another state, the school may also conduct an evaluation if determined to be necessary and develop a new IEP, if appropriate.

Currently Enrolled Students:

Currently enrolled students are identified through anecdotal records, conversations with parents, individual performance records and standardized test results (including, but not limited to, the *Georgia Milestone State Assessments.* Students attending *DuBois Integrity Academy* receive the ongoing attention of professional personnel to help support their successful learning. Students whose behavior, attendance, or progress in school is considered unsatisfactory, at a marginal level of acceptance (i.e., potential retainees), or are suspended repeatedly, are promptly referred to a SST by completing the school's *SST Referral Process;* which includes the following forms:

1. Parent Invitation to Student Support Team Meeting Form:
2. Tier 2 Initial Meeting Agenda;
3. Tier 2 Intervention Plan;
4. After the Data Collection Process of Tier 2 interventions
5. Tier 3 Meeting Form, if needed;
6. **Assessment at Tier 3, if Interventions were Successful or Unsuccessful, Determination for continued interventions or referral to the school psychologist for possible placement with special education services:**

7. If referred to the school psychologist, parents will sign a consent for evaluation modeled from the Georgia Department of Education web resources for public schools;
8. Upon the meeting team assembling, the special education department head brings a draft eligibility report to present to the team modeled from the Georgia Department of Education web resources for public schools;
9. After the evaluation is conducted, the special education department head will schedule eligibility meeting with the special education teacher(s), general education teacher(s), parents, and the school psychologist;
    a. Steps to Eligibility, the following areas are also considered in addition to the school's psychologist's recommendations in determining whether a student qualifies to receive special education services:
        i. School Performance Data which ore formal and informal test scores,
        ii. Attendance,
        iii. Discipline records,
        iv. Student hearing and vision screening results,
        v. Progress-monitoring data,
        vi. Universal screener,
        vii. Teacher input (analyze classroom work sample form for reading, writing, and math, narrative of academic and behavior functioning form, statement of status form that is an assessment of the student's academic strengths and weaknesses,
        viii. Parents' informational assessment that gives pertinent background information on the child.

10. At the start of eligibility meeting, Parental Rights are given to the parents in writing, and an explanation is offered by the special education teacher,

11. During eligibility assessment, the school psychologist will discuss the results of the psycho-educational report with the parents and teachers, during that the psychologist makes recommendations and supportive instructional strategies that will assist the students with learning strategies and instructional models for teachers to use in the classroom:
12. The school psychologists at the meeting will make her determination as to the diagnoses of the student's disability. The meetings team than makes a final determination as to whether the student will qualify to receive an Individualized Education Plan [IEP) at *Dubois Integrity Academy* through services from the Department of Special Education at the school;
13. All meeting participants must "agree" or "disagree" with for student placement in special education:
14. If all the meeting team "agrees" then an IEP will be devised and implemented for the students by special education and inclusion teachers;
15. The meeting team will then develop Speech/Language supportive services, goals, and objectives at the meeting with parental and teacher input.

PARTICIPATION IN COMPLIANCE WITH IDEA FEDERAL LAW FOR SPECIAL NEEDS STUDENTS

Dubois Integrity Academy will adhere to IDEA requirements to service students with disabilities. For example, if a student with a disability receives a long term suspension a packet will be prepared by the special education department to include the child's IEP goals, accommodations and classwork assignments for the student to complete at home during his/her suspension. The parents will sign for receipt of the work packet when they are notified by the Special Education Department to pick it up. Upon the students return from suspension, the student will make up any additional missed assignments to include but not limited to test, quizzes and projects. All assignments completed at home will be counted toward full credit toward the student's cumulative grade. In addition, DIA's Governing Board has approved a Character Education class [CEC) to service all students including those students with disabilities. The Character

Education class is in lieu of out of school suspension. Unlike traditional in school suspension settings. if a student is assigned to CEC he/she will receive full instruction from a certified teacher and paraprofessional support. In addition. those students with disabilities that are assigned to CEC will receive instruction from the CEC certified teacher; paraprofessional support as well as the assigned special education teacher will push into the CEC class to service those students during the regular school day as they would if the child were not assigned to CEC.

SST Referral Forms:

Dubois Integrity Academy uses referral forms to document all referrals to the Student Support Team (SST). The forms are available at the Special Education Department Head's office. Concerned parents and/or staff may complete the form. Once the form is completed. it is given to the school's Principal or his/her designee. The completion of this referral form initiates the SST process. Once the process is completed, if it is determined that the student requires further evaluation, the Parent will be contacted in order for consent to be given for further evaluation. If consent is not granted, the child will continue to receive the tier three services.

IDENTIFICATION PROCESS FOR GIFTED AND TALENTED STUDENTS

DuboisIntegrity Academy identifies students in our school in grades Kindergarten (K) - *5* who may be gifted and talented those ore referred and evaluated using the following process and procedures. The State of Georgia's definition of students requiring special education includes students identified as gifted and talented. At *Dubois Integrity Academy* this includes any exceptional child who has extraordinary learning ability or outstanding talent.

GIFTED AND TALENTED DEFINITIONS COMPLIANCE

Dubois Integrity Academy's definition of students requiring special education includes students identified as gifted and talented. In our school, this includes any exceptional child who has extraordinary learning ability or outstanding talent in the creative arts, the development of which requires programs or services beyond those ordinarily provided in the regular school programs but which may be provided through special education as part of the public school program.

Dubois Integrity Academy adheres to the followlng state definitions for "gifted and talented" students In accordance with guidelines published by the Georgia Department of Education:

"Gifted and talented" means a child identified by the planning and placement team as (1) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (2) needing differentiated instruction or services beyond those being provided in the regular school program in order to realize their intellectual, creative or specific academic potenlial. The lerm includes children with extraordinary learning ability and children with outstanding talent in the creative arts as defined by these regulations.

"Extraordinary learning ability" means a child identified by the planning and placement team as gifted and talented on the basis of either performance on relevant standardized measuring instruments, or demonstrated or potential achievement or intellectual creativity or both. The term refers to the top five percent of children so identified. (Note: The term means 5% of the children so identified as gifted and talented within the school.)

STEPS TO IDENTIFYING GIFTED AND TALENTED STUDENTS:

1. Parents are notified in writing when the student is referred to the SST for a consideration of identification of gifted and talented and, after the SST has

reviewed the assessment information, notified in writing if the student has met the criteria for eligibility as gifted or talented.

2. If the school recommends further evaluations and use an individual assessment procedure (e.g., an individual intelligence test), certain procedural safeguards must be followed. Individual assessment requires proper notice and informed consent. Parents are notified that their child hos been referred for evaluation and written consent for the evaluation must be obtained. Parents are informed of the results of the evaluation and informed whether or not the child hos been identified as gifted and talented.
3. If group assessment procedures are used to identify gifted and talented students, consent to perform such assessments may not be required. Group assessments (e.g. achievement tests) given to all students within the school are nonspecific and, therefore consent is not required. If o group of students are to be evaluated specifically to determine identification as gifted and talented, notice and consent are required.
4. If a school district uses individualized assessment procedures, an individual SST may be held with the parents to discuss eligibility. However, districts are not required to hold individual SSTs with parents, since an IEP will not be developed.
5. For purposes of determining eligibility where either individual and/or group assessments are used, it is acceptable for the SST to review student assessment data and to identify a group of gifted and talented students during a single meeting.
6. Parents have the right to review and inspect any educational records related to their child. This includes records related to the determination of a child's identification as gifted and talented.
7. If at any time in the evaluation process the parents disagree with the decisions of the SST, the parents have the right to challenge those decisions. For example, if the parents disagree with the school's refusal to evaluate the child, the parents may request either mediation or due process hearing to challenge this refusal.

8. If the SST determines that the child is neither gifted nor talented, the parents may challenge this determination by requesting either mediation or a hearing. Parents may request an independent educational evaluation to challenge the evaluations conducted by the school.
9. Parents have the right to obtain an independent evaluation of their child, conducted by a certified person not employed by the school.
10. The school is not required to provide programming for children identified as gifted and talented. Instead, programming is permissive.

Du Bois Integrity Academy Homeless Education Policies and Procedures

HOMELESS EDUCATION COMPUANCE

Du Bois Integrity Academy **fully complies with the Georgia Department of Education's guidance regarding the** *McKinney-Vento Education for Homeless Children and Youth. The program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.}, (McKinney-Vento Act}.*

Du Bois Integrity Academy **seeks to ensure that each homeless student has equal access to the same, free, appropriate public education, including a public education, as provided to other students.**

HOMELESS EDUCATION DEFINITIONS

Du Bois Integrity Academy **complies with the** *McKinney-Vento Act* **defines homeless children and youth as individuals** who lack a fixed, regular, and adequate nighttime residence. **The term includes children and youth who are:**

- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as doubled-up);
- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- Living in emergency or transitional shelters;
- Abandoned in hospitals; or
- Awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;

- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

Du Bois Integrity Academy students will be considered displaced or in transition as long as he or she is in a living situation described above. A child classified as displaced or in transition will retain that designation for the remainder of the academic year.

LEA/SCHOOL IMPLEMENTATION OF HOMELESS EDUCATION DEFINITIONS

In compliance with the *McKinney-Vento Act, Du Bois Integrity Academy* considers an **unaccompanied child or youth** is a youth not in the physical custody of a parent or guardian, who is displaced or in transition as defined above. **Enroll and enrollment** means attending school and participating fully in all school activities. Immediate means without delay.

Parent means a person having legal or physical custody of a child or youth. **A guardian** Is someone legally appointed to manage the affairs of a person incapable of acting for himself, i.e., a child or youth. **The school of origin** is the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled. If the school of origin is determined not to be in the best interest of the child or youth, he or she may enroll in a local attendance area school at the parent's request.

LEA LOCAL HOMELESS EDUCATION LIAISON APPOINTED WITH DUTIES

The *McKinney-Vento Homeless Assistance Act* and the *Georgia State Plan* requires each local education agency to have a board-appointed homeless education local

liaison. The local liaison is responsible for carrying out the duties required by the McKinney-Vento Homeless Assistance
Act.

The duties of the LEA local liaison include:

(1.) Assist with immediate enrollment of children and youth displaced or in transition and provide assistance with obtaining academic and medical records;
(2.) In consultation with school administrators, make school placement decisions based on the best interest of the child and wishes of the parent, guardian, or unaccompanied youth;
{3.) Handle enrollment disputes;
(4.) Prohibit the segregation of homeless children and youth;
(5.) Provide/arrange transportation and inform the parent, guardian, or unaccompanied youth of the transportation services available and assist the with accessing transportation to and from school;
(6.) Inform parent, guardian, or unaccompanied youth of the educational and related opportunities available to them;
(7.) Disseminate public notice of the educational rights of homeless children and youth in places where he or she receives services;
(8.) In collaboration with school personnel and community organizations, identify children and youth displaced or in transition both in and out of school;
(9.) Instruct school registrars and secretaries to inquire about possible displaced or transition situations upon enrollment and withdrawal of every student and refer any suspected cases;
(10.) Keep data on the number of children and youth displaced or in transition in the school;
(11.) Train school personnel on possible indicators that children and youth are displaced or in transition using well respected national and state resources.
http://center.serve.org/nche/brlefs.phpl

In meeting these responsibilities, local liaisons must assist homeless children and youth with such activities as the following:

- Enrolling in school and accessing school services;
- Obtaining immunizations or medical records;
- Informing parents, school personnel, and others of the rights of homeless children and youth;
- Working with school staff to make sure that homeless children and youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement;
- Collaborating and coordinating with State Coordinators for the Education of Homeless Children and Youth and community and school personnel responsible for providing education and related support services to homeless children and youth.

OTHER RESPONSIBILITY OF THE SCHOOL'S HOMELESS EDUCATION COORDINATOR

DuBois Integrity Academy's designated Homeless Education Coordinator responsibilities are:

- Develop and carry out the school's *McKinney-Vento plan;*
- Gather valid, reliable, and comprehensive information on the problems faced by homeless children and youth, the progress of the LEAs in addressing those problems, and the success of *McKinney-Vento* programs in allowing homeless children and youth to enroll in, attend, and succeed in school;
- Conduct a comprehensive survey twice per year to identify potential Homeless children and youth;
- Coordinate services on behalf of the *McKinney-Vento* school program;
- Provide professional development and technical assistance for the school's coordination with the teachers to ensure that LEAs comply with the *McKinney-Vento Act;* and

- Collect and transmit to the *U.S. Department of Education,* upon request, a report containing the information that the school determines is necessary to **assess** the educational needs of homeless children and youth.

DU BOIS INTEGRITY ACADEMY ENROLLMENT PLAN

Du Bois Integrity Academy Enrollment Plan ensures that enrollment under the *McKinney-Vento Act* may not be denied or delayed due to the lack of documentation normally required to enroll. **Such documentation Includes:**

- Proof of residency
- Transcripts/school records
- Immunization or health records
- Proof of guardianship
- Birth certificate
- Unpaid school fees
- Lack of uniforms
- Any factor related to the student's living condition
- Any other document requirements

UNACCOMPANIED HOMELESS YOUTH ENROLLMENT

Unaccompanied youth may enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or local liaison. The school's enrollment process includes completion of a *Displaced Student Enrollment Checklist* which is designed to ensure the student's rights are protected and that all needed services are provided. The law allows charter schools to adhere to enrollment cops imposed by its charter. However, charter school enrollment policies, including enrollment caps, may not be used to override a displaced student's right to continue his or her education in the school of origin in any case in which the student becomes displaced between academic years, during an

academic year, or for the remainder of the academic year if the student becomes permanently housed.

ACCOMMODATING DISPLACED STUDENTS

Students who are displaced or in transition may have difficulty meeting enrollment deadlines. Du *Bois Integrity Academy* administrators in conjunction with the local liaison will explore enrollment options outside of the normal parameters to accommodate the wishes of displaced students and those in transition on a case-by-case basis.

TRANSPORTATION

Transportation will be provided to and from the school if requested by the parent/ guardian where required by federal law at 42 U.S.C. § 11432(g)(l)(J)(iii). In the case of an unaccompanied youth, the transportation request will be made by the Homeless Liaison (Form JBC(l)-3

MEALS FOR HOMELESS EDUCATION STUDENT

The U. *S. Department of Agriculture* has determined that all children and youth displaced or in transition are automatically eligible for free meals.

Child Nutritional WIC Reauthorization Act of 2004, Pub. **L.** *No. 108-265, Sec. 104).* On the day a child or youth is identified as displaced or in transition enrolls in school. a school administrator will prepare a memo for the food service provider identifying the student as eligible for free meals. The parent is not required to complete the customary free and reduced lunch application.

EDUCATIONAL SERVICES FOR HOMELESS EDUCATION STUDENTS

DuBois Integrity Academy offers children and youth displaced or in transition comparable services offered to other students in the selected school, including, but not limited to:

- School Bus Transportation (not available)
- Title I, Part A services
- Services for which the student meets eligibility criteria, including special education,
- English language learners programs, etc.
- Before and after school programs

Children and youth displaced or in transition are frequently not evaluated or provided appropriate special education and related services. Children suspected of having a disability will receive a timely, complete evaluation. Frontier will fully comply with the provisions of the *Individuals with Disabilities Education* Act. If a displaced or in transition student has an existing *Individualized Education Plan* (IEP) it will be implemented immediately. Any necessary IEP meetings or re-evaluations will then be conducted expeditiously. If complete records ore not available, IEP teams will determine the best course of action to ovoid disruption in appropriate services. It is unlawful for children and youth displaced or in transition to be stigmatized or segregated from school services or activities based on their *McKinney-Vento* status.

STRATEGIES FOR IDENTIFYING HOMELESS PRESCHOOLERS

Du Bois Integrity Academy's local liaison (Homeless Education Coordinator) will identify preschool-aged homeless children by working closely with shelters, preschools, community-based organizations, faith-based organizations, homeless shelters and transitional housing agencies, and social service agencies in our area. In addition, the liaison will work with school personnel, who can inquire, at the time they are enrolling homeless children and youth in school, whether the family has preschool-aged children.

The LEA liaison will also collaborate with the school district special education program. The *Individual with Disabilities Education Act* (IDEA) requires that highly mobile children with disabilities, such as migrant and homeless children who are in need of special education and related services, are located, identified and evaluated. Additionally, IDEA requires that homeless preschoolers and all homeless children be included in the ***Child Find*** process for early identification of special education needs.

LEA COLLABORATION OF TITLE I AND MCKINNEY VENTO ACT

Du Bois Integrity Academy uses the following strategies to ensure collaboration and coordination between the school's Title I services and *McKinney Vento Act*. The school[1]s designated Local Homeless Education/Homeless Education Coordinator will:

- Ensure that LEA local liaisons attend Title I conferences and in-services, and that Title I coordinators attend homeless education conferences and in-service professional development.
- Ensure collaboration between local Title I coordinators and LEA local liaisons on a plan that identifies ways that Title I will serve children and youth experiencing homelessness.
- Ensure collaboration between the State Title I coordinator and the State McKinney-Vento coordinator on the State Title I plan or the State consolidated plan.
- Share Title I and Homeless Education handbooks with other program staff.
- Collect and share within and across districts concrete data on the needs of children and youth in homeless situations.
- Initiate district efforts to make organizational accommodations for eligible students, as necessary, in such areas as transportation, remaining in the school of origin, records transfer, class scheduling, and special services that will help them enroll, attend, and succeed in school.

- Ensure that the needs of highly mobile students are included in the school improvement plans and not addressed as a separate issue.
- Establish and widely disseminate information on district-wide policies, procedures, and guidelines to identify and serve eligible students.
- Ensure LEA homeless liaison representation on the State Committee of Practitioners.
- Include homeless parents in Title I parental involvement policies and create opportunities for homeless parents to be involved.

Policy and Procedures Resource: EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM

TITLE VII-B OF THE MCKINNEY-VENTO HOMELESS ASSISTANCE ACT, AS AMENDED BY THE NO CHILD LEFT BEHIND ACT OF 2001, NON-REGULATORY GUIDANCE

APPENDIX

HOMELESS EDUCATION LIAISON TOOLKIT

EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM TITLE VII-B OF THE MCKINNEY-VENTO HOMELESS ASSISTANCE ACT. AS AMENDED BY THE NO CHILD LEFT BEHIND ACT OF 2001. NON-REGULATORY GUIDANCE

DIA Attendance and Tardy Policies

DuBois Integrity Academy Attendance Policy

The following guidelines have been established to minimize absenteeism. The Georgia Board of Education allows for documented 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**

Parents of Scholars who have more than five (5) unexcused absences per grading period MUST have a mandatory attendance improvement meeting with the school's principal immediately following report cords going home. Scholars who have 10 or more days of unexcused absences per school year are subject to being retained in their current grade.

Unexcused Tardies

It is the parent's responsibility to get their or children to school on time. Parents, **DO NOT drop children** off late at the street or school building. If the parents or guardians arrive late to school with their child or children, they must park and bring the child to the school's office personally to be checked in. The scholar or parents who oversleep are not considered excused tardy or absence.

All scholars must be on time to school and to every class. After 8:00 AM, your child is tardy. You will be required to sign them in at the front desk and will need to provide a valid reason why they are tardy. Academic instruction begins promptly at 8:00 AM each morning and scholars miss learning time if they are not on time. **If Scholars want to eat breakfast at school, they must arrive between 7:30am- 7:50 am so they have time to eat before class starts. No Breakfast will be served after 7:45 am**

To protect the sanctity of the school's instructional environment, five (5) unexcused tardies per each grading period will be considered one (1) day absent: because of the negative compounding impact that late arrivals can

have on the scholar's achievement and grades. **It Is Imperative that parents and guardians ensure that their child arrives to school on time.**

ATTENDANCE POLICY REQUIREMENTS AND RESPONSIBILITIES

In the event that a scholar ts absent for the first part of the day, he or she Is still encouraged to report to school. Scholars who report to school after 12:00 PM (Monday - Friday), however, will be considered absent for the entire school day. In addition, scholars who report to school but leave before 11:30 AM **will** be considered absent for the entire school day.

Parents Responsibility When the Scholar is Absent Policy

When a scholar 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, supporting documentation (i.e. doctor's note) is required. 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.

Excessive Absences Policy

Excessive absences will **be considered In any retention decision.** If a scholar is absent a total of more than ten days, formal inquiries will be made and reported to the appropriate law enforcement agency. In addition, scholars absent **more than twenty days (20) will be considered for retention.**

In grades K-5, scholars are also expected to arrive on time to school each day. Free drop off begins each day at 7:30 AM Scholars who arrive after 8:00 AM are considered tardy and will be marked as such on their attendance records. Every three tardies will count as an absence, which will be considered in all retention decisions. Scholars who are absent (excused or unexcused) for all or part of any day may not attend or participate in any extra-curricular event or sporting event on that day or night except with the permission of the principal.

We encourage parents to call the school If they begin encountering difficulties getting their child to school.

Make-Up Work for Excused Absences Due to Suspension

For excused absences and absences due to suspension, make up work must be allowed. Scholars will be given as many days to turn in work as they were absent. For example, if a scholar is absent for two days, they would have to turn in make-up work by the second day they are back.

EARLY DISMISSAL POLICIES AND PROCEDURES

Early dismissals are any time before 2:45 PM, Monday- Friday. Parents should try to refrain from picking your child up early unless there is a medical appointment. All early dismissals {for an appointment, family emergency, behavior early release, etc.) must be signed out in the front office. **As In regular dismissals, scholars will not be released to anyone not on their parent-authorized pick-up list.**

If at all possible, parents of scholars should make medical or other appointments after school hours or on weekends to prevent their child from missing class and potentially falling behind. In the rare event that a scholar needs an early dismissal or late arrival, the following procedures must be followed:

- **The legal guardian must come and sign the scholar In or out of school.**
- **The scholars must make up all missed work.**

After five (5) tardies or early releases, the principal will hold a conference with the scholar's parent/guardian.

BIRTHDAY CELEBRATIONS FOR SCHOLARS

The staff at DuBois Integrity Academy recognizes the Importance of birthdays In a student's life and will do their best to make each scholar's birthday special. In that regard, the class will honor all scholar's birthdays on the last Friday of the month. If a parent wishes to distribute home birthday party invitations at school, the invitations must be distributed to all scholars in the class. Parents may not distribute invitations at school to a select group of scholars in the class. If a **parent wishes to celebrate their child's birthday at school, the following protocol must befollowed:**

- Parent must give the teacher and school at least one week's notice
- This is to allow the teacher time to have the nurse pull the class allergy list
- Birthday treats will only be served during lunch or at the end of the day during closing circle time in homeroom, and will be limited to 10 minutes of celebration time.
- All birthday treats must be store-bought and sealed prior to being brought to school.
- No homemade birthday treats will be passed out to scholars
- No treats with peanut ingredients shall be served at the school or in goodie bags.
- Parents must bring enough treats for the entire class.
- It is likely that several birthday s will be celebrated on the same month.
- In order to alleviate an excessive amount of treats on the last Friday of the month in your child's class, please coordinate with their teacher so that they can manage the items for the celebration.

If we find that birthday celebrations are Impacting the academic program, the Principal may limit or prohibit birthday celebrations at school.

BUILDING SECURITY AND SCHOOL SAFETY PLAN

Entering the Building/Visitors

Once in the building, visitors are to report directly to the reception area and sign-in. You will be asked to show your identification and it will be verified. All visitors must wear a visitor's badge, including parent volunteers. Those who do not follow our building security system will be asked to leave the school immediately. If they do not leave immediately, the police will be called. Visitors are asked to only use the front door to obtain entrance into DIA.

Volunteers

Volunteers provide a valuable service to DIA. and we encourage our parents to volunteer in the school. DIA's Principal and Executive Director will assist in securing volunteers at DIA. Volunteers must be assigned to a specific area or activity during the school day.

There will be a folder in the reception area for volunteers to sign-in to monitor the hours our volunteers put forth into the school. All volunteers must also sign in the office as a visitor and follow our building security plan. If you would like to volunteer at DIA, please contact the school's Principal and/or the School's Executive Director through the office phone number.

EMERGENCY PROCEDURES AND POLICIES

Annual School Emergency Procedures

At the beginning of the school year, each teacher will review emergency procedures with their scholars. Each room will have an emergency evacuation route posted on the wall by the door. Scholars should know where these are posted and should understand the plan for evacuation for each room in the building.

Fire Drill Procedures

Fire alarms should be taken with the utmost seriousness at all times. In order to prepare for real fire emergencies and to comply with state fire code mandates, the school will hold fire drills throughout the school year. Teachers and scholars will not necessarily know in advance of such drills. and during inclement weather the drills may be postponed. When a fire alarm goes off. teachers are expected to line their scholars up immediately and exit the building following the outlined fire escape plan.

All scholars will be given specific instructions in fire exit drills prior to each drill.

The instructions will be as follows:

- Scholars should walk, not run, when proceeding to the exits.
- Scholars are not allowed to talk during fire drills so that they may hear instructions that might be given in the event of a real emergency.
- If a fire alarm sounds while a child is not in the regular classroom, he or she should exit the building by the quickest route and proceed to the designated meeting place for his grade level.
- Scholars are not allowed to secure or recover clothing or other personal property after the fire alarm has sounded.

In addition, teachers and scholars should familiarize themselves with the location of the Interior fire alarm striking stations and should be familiar with how to pull these alarms In the event of an emergency.

When a fire alarm has sounded. teachers should follow the following procedures;

- Line scholars upimmediately.
- Bring their grade book or scholar roster that includes updated emergency contact information for scholars and parents.
- Close and lock all windows and doors.
- The teacher should be the last person to exit a classroom, and should ensure that all occupants have safely evacuated after an alarm.
- Assist any physically or otherwise handicapped scholars in exiting safely.
- Bring scholars in an orderly fashion to the designated exit and meet the rest of the school in the designated meeting place.

Notification of Fire Drills and Communication Procedures

Prior to a fire drill, the administrative staff will be made aware of the impending drill. If the alarm goes off when a drill has not been planned, the office manager is in charge of calling 911 immediately and making them aware of the situation. After which, the office manager will assist the principal in "sweeping the building" by looking in bathrooms and unsupervised common areas (providing the situation is safe enough for such a search to occur).

After the building has been quickly swept, the office manager and principal will help direct scholars to the appropriate gathering place outside in an orderly fashion.

The principal will be in charge of determining the cause of the emergency and will seal off any high-risk areas. In the event of a real emergency, the principal will also secure the school's Emergency Kit.

It is the principal's responsibility to communicate promptly with emergency personnel and/or teachers regarding the situation. Following a fire drill, the principal will also determine when it is appropriate to re-enter the building.

Compulsory Attendance Law

According to Georgia Law (20-2-690-1.), children between the ages of six and 16 must enroll in a private, public, or home school program. Children under age six are subject to the law after they are enrolled in a Georgia school for 20 days. The school district is charged with responsibility for enforcing the Compulsory Attendance Law. The school social worker (listed as visiting teacher in the law) must investigate, monitor, and follow-up with student attendance problems. While the school social worker may be required to file charges in State Court or Juvenile Court for chronic attendance problems, we are primarily dedicated to working with the family to improve student attendance. Children may be temporarily excused from school:

a. when personally ill and when attendance in school would endanger their health or the health of others
b. when in their immediate family there is a serious illness or death which would reasonably necessitate absence from school
c. on special and recognized religious holidays observed by their faith
d. when mandated by order of governmental agencies (examples: armed forces physical exam or court order)
e. when prevented from attendance due to conditions rendering school attendance impossible or hazardous to their health or safety
f. if they are 12 or older and serving as a page in the Georgia General Assembly
g. to register to vote or to vote in a public election.
h. A student whose parent/guardian is in military service in the armed forces of the United States or the National Guard, and such parent/guardian has been called to duty for or is on leave from overseas deployment to a combat zone or combat
support posting, shall be granted excused absences, up to a maximum of five (5) school days per school year, for the day or days missed from school to visit with his/her parent/guardian prior to such parent/guardian's deployment or during such parent/guardian's leave.
i. as otherwise required by Georgia law and/or the State Board of Education.

<u>The parent/guardian must write a note to the school explaining the reason for the absence within 3 days of the student's return to school, or the absence will be marked as unexcused.</u>

The school wants to work with you in partnership concerning your child's school attendance and education because poor attendance is associated with low and/or failing grades, deficits in understanding important learning concepts, discipline problems, low self-esteem, and school dropout.

You hold an important key to your child's education by valuing learning and making this apparent to your child. Daily school attendance, unless your child has a legitimate excuse, is a good habit to start. Be sure to review the Truancy section of the student codes of conduct.

If you need additional information or assistance, feel free to contact your child's school.

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

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

(1) ACCESSING STUDENT RECORDS:

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/guardians or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The principal will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.

(2) AMENDING STUDENT RECORDS:

The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate or misleading.

Parents/guardians or eligible students may ask to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the school decides not to amend the record as requested by the parent/guardian or eligible student, the school will notify the parent/guardian 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 will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

(3) DISCLOSING STUDENT RECORDS:

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

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a school or District 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/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/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) COMPLAINT PROCEDURE:

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:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

(5) DIRECTORY INFORMATION

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. Directory information is information that is generally not considered harmful or an invasion of privacy if released. Directory information includes a student's name, address, email addresses, phone number, date and place of birth, grade level, work samples as included on school blogs, websites and/or videos; dates of attendance and most recent previous school attended, degrees/ honors/awards received, photograph, participation in school activities and sports, as well as weight and height of members of athletic teams; and student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's Social Security Number, in whole or in part, cannot be used for this purpose.)

The school may include personally identifiable information in school publications such as a playbill, showing your student's role in a drama production; the annual yearbook; honor roll or other recognition lists; graduation programs; and sports event publications, such as a football game program. Student work samples may also be included in publications such as those listed above, as well as on school blogs, websites and/or videos. In addition, student work samples may also be displayed as part of public performances including, but not limited to, art shows, curriculum nights, etc.

Directory information may also be released without prior written parental/guardian consent to only the following: law enforcement agencies, State and Federal Child Welfare Agencies, Clayton County Public Health, Georgia Department of Public Health, District Attorney and Solicitor's Offices, the Professional Standards Commission, PTA and other school support organizations, U.S. Armed Forces recruitment agencies, other State, Federal, and Local governmental agencies, and schools and colleges accredited by the Southern Association of Colleges and Schools (AdvancEd) for non-political purposes. Schoolteachers, may also display a student's name, most recent previous school attended, awards received, participation in school activities and sports, as well as weight and height of members of athletic teams on classroom or websites or blogs for the purposes of recognizing student achievement, instructional purposes or informing the community about school events.

The school also records and maintains audio recordings and video or photographic footage (including accompanying audio) 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 purposes, including yearbooks, video yearbooks, and school publications and websites. In many cases, videos contain peripheral video or photographic footage of students engaged in day-to-day activities including, but not limited to, walking to class, riding the school bus, attending to classroom or school activities, eating lunch, participating in club or performance activities, accepting awards and/or engaging in academic activities. Audio recordings of students may also include day-to-day peripheral recordings of noises or voices related to students, including but not limited to, student voices or noises in hallways, classrooms, at public performances, class presentations and/or during class participation.

Peripheral video footage, photographic images, or audio recordings of day-to-day student activities do not include footage of a student or students committing or being involved in a violation of law or School Rule, Procedure, or Policy. The school may also determine that other activities do not qualify as peripheral images, footage, or recordings on a case-by-case basis. Peripheral or day-to-day recordings, images or video footage (including accompanying audio) of students may be released without prior written parental/guardian consent, subpoena and court order to only the following: law enforcement agencies, State and Federal Child Welfare Agencies, District Attorney and Solicitor's Offices, the Professional Standards Commission, PTA and other school sup-port organizations, U.S. Armed Forces recruitment agencies, and schools and colleges accredited by the Southern Association of Colleges and Schools (AdvancEd) for non-political purposes. School may also post these images or recordings on school classroom or school websites or blogs.

A student or the parent/guardian of a student involved in any prohibited conduct may review a recording of prohibited conduct, which may contain other students' peripheral video or audio information. This review may be allowed without obtaining the consent of the peripheral student(s) or his/her parent(s)/guardian(s). However, if any other students are involved in the recorded prohibited conduct, the school will require compulsory process or appropriate written consent from those parents/ guardians/eligible students prior to the review of the recording.

OBJECTION PROCEDURE:

Parents/Guardians of students under 18 years of age or a student 18 years of age or older objecting to the release of this information should notify the Principal of their school in writing within 10 days of enrollment.

Notice of Rights of Students and Parents Under Section 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. For more information regarding Section 504, or if you have questions or need additional assistance, please contact your local system's Section 504 Coordinator at the following address:

Greta Hunt 749 Main Street Riverdale, GA 30274, ghunt@duboisintegrityacademy.com 770-629-1235

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

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33.
2. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.
3. Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to his or her needs. 34 CFR 104.34.
4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.
5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.
6. You have the right to not consent to the school system's request to evaluate your child. 34 CFR 104.35.
7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35
8. You have the right to ensure that the school system will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social or cultural background, medical records, and parental recommendations. 34 CFR 104.35.
9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.
10. If your child is eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35.
11. You have the right to notice prior to any actions by the school system regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.
12. You have the right to examine your child's educational records. 34 CFR 104.36.
13. You have the right to an impartial hearing with respect to the school system's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney.
    34 CFR 104.36.
14. You have the right to receive a copy of this notice and a copy of the school system's impartial hearing procedure upon request. 34 CFR 104.36.
15. If you disagree with the decision of the impartial hearing officer (school board members and other district employees are not considered impartial hearing officers), you have a right to a review of that decision according to the school system's impartial hearing procedure. 34 CFR 104.36.
16. You have the right to, at any time; file a complaint with the United States Department of Education's Office for Civil Rights.

Section 504 Procedural Safeguards

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

2. **Hearing Request:** The Request for the Hearing must include the following:

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

Section 504 Procedural Safeguards (continued

Within 10 business days from receiving the grievant's Request for Hearing, the Section 504 Coordinator will acknowledge the Request for Hearing in writing and schedule a time and place for a hearing. If the written Request for Hearing does not contain the necessary information noted above, the Section 504 Coordinator will inform the grievant of the specific information needed to complete the request. All timelines and processes will be stayed until the Request for Hearing contains the necessary information noted above.

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

4. Hearing Procedures:

a. The Section 504 Coordinator will obtain an impartial review official who will conduct a hearing within 45 calendar days from the receipt of the grievant's Request for Hearing unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official.

b. Upon a showing of good cause by the grievant or school system, the impartial review official, at his or her discretion, may grant a continuance and set a new hearing date. The request for a continuance must be in writing and copied to the other party.

c. The grievant will have an opportunity to examine the child's educational records prior to the hearing.

d. The grievant will have the opportunity to be represented by legal counsel at his or her own expense at the hearing and participate, speak, examine witnesses, and present information at the hearing. If the grievant is to be represented by legal counsel at the hearing, he or she must inform the Section 504 Coordinator of that fact in writing at least 10 calendar days prior to the hearing. Failure to notify the Section 504 Coordinator in writing of representation by legal counsel shall constitute good cause for continuance of the hearing.

e. The grievant will have the burden of proving any claims he or she may assert. When warranted by circumstances or law, the impartial hearing officer may require the recipient to defend its position/decision regarding the claims (i.e. A recipient sh all place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. 34 C.F.R.§104.34). One or more representatives of the school system, who may be an attorney, will attend the hearing to present the evidence and witnesses, respond to the grievant testimony and answer questions posed by the review official.

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

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

h. The hearing shall be closed to the public.

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

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

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

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

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

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

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

Chart of Responsibilities for Responses to Civil Rights Concerns

Policies/Rules require full compliance with all federal and state non-discrimination laws, including:

- Title VI and VII of the **Civil Rights Act of 1964**, along with Title IX of the Educational Amendments of 1972
- **Age Discrimination and Employment Act** (ADEA)
  - Age Discrimination Act (Age Act) of 1975, 42 U.S.C. Sections 6101, et seq., 34 C.F.R. Part 110
- **Americans with Disabilities Act** of 1990 (ADA, Title II)
- Section 504 of the **Rehabilitation Act** of 1973
- Public Law 101-476, **Individuals with Disabilities Education Act** (IDEA)

These laws prohibit, and DuBois Integrity Academy forbids discrimination on the basis of race, color, sex (including pregnancy and related conditions), religion, national origin, age, military status, disability, or any other legally protected status in all District programs and activities. This includes school academic, extracurricular, athletic, Homeless Education Programs pursuant to the McKinney-Vento Act, and other school programs, as well as during field trips, and in school classes or training programs that take place off school grounds. Sexual harassment of students is a form of sex discrimination prohibited by Title IX. The school is committed to upholding these laws and takes discriminatory behaviors seriously.

Below is a list of individuals designated to handle inquires or concerns regarding the school's non-discrimination policies/rules. Alternatively, a parent or student may contact the Dean or the Executive Director to share concerns.

Du Bois Integrity Academy – Assistant Principal, Dean of Students & Parent Affairs - Mr. Myron Jones, M.Ed
Email: mjones@duboisintegrityacademy.com (770) 629-1534

Discrimination complaints may also be filed directly with:

The Equal Employment Opportunity Commission
Sam Nunn Atlanta Federal Center
100 Alabama Street, SW, Suite 4R30
Atlanta, Georgia 30303

(800) 669-4000
Employees or applicants with complaints alleging discrimination on the basis of race, color, national origin, sex, disability, age, retaliation, or religion

The U.S. Department of Education
Atlanta Office For Civil Rights
61 Forsyth St. S.W., Suite 19T70
Atlanta, GA 30303-3104

(404) 562-6350
Individuals with complaints alleging discrimination on the basis of race, color, national origin, sex, disability, or age

Information Regarding Discrimination and/or Harassment

Any student (or parent/guardian or friend of a student) who has been the victim of discrimination and/or harassment by any person, including a fellow student, teacher, administrator or other school system employee, is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school. The school takes such conduct very seriously.

All students and their parents/guardians are urged to carefully review Rules (Equal Educational Opportunities) and (Harassment Reporting and Investigation).

The school does not tolerate discrimination and/or harassment based upon race, creed, color, national origin, religion, sex, age, or disability. Students or employees found to have engaged in such acts will be promptly and appropriately disciplined in such a way as to eliminate and deter future conduct related to discrimination and/or harassment. The school encourages collaboration with students and parents to prevent discrimination and/or harassment on the basis of race, creed, color, national origin, religion, sex, age or disability.

Any person who knowingly makes as false charge of discrimination and/or harassment may be subject to disciplinary action, as well as criminal or civil penalties.

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include 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/guardian;
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 parents/guardians; 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 obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use –

1. Protected information surveys of students;
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.

The school has developed rules, in consultation with parents/guardians, 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. Parents/guardians may provide written suggestions for these local school rules to our Administrative Office.

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

- Collection, disclosure, or use of personal information 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:

Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW Washington, D.C. 20202-5920

Boy Scouts of America - EQUAL ACCESS TO PUBLIC SCHOOL FACILITIES.

(a) SHORT TITLE- This section may be cited as the Boy Scouts of America Equal Access Act'.

(b) IN GENERAL-

(1) EQUAL ACCESS- Notwithstanding any other provision of law, no public elementary school, public secondary school, local educational agency, or State educational agency that has a designated open forum or a limited public forum and that receives funds made available through the Department shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in title 36 of the United States Code (as a patriotic society).

(2) VOLUNTARY SPONSORSHIP- Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in title 36 of the United States Code (as a patriotic society).

(c) TERMINATION OF ASSISTANCE AND OTHER ACTION-

(1) DEPARTMENTAL ACTION- The Secretary is authorized and directed to effectuate subsection (b) by issuing and securing compliance with rules or orders with respect to a public elementary school, public secondary school, local educational agency, or State educational agency that receives funds made available through the Department and that denies equal access, or a fair opportunity to meet, or discriminates, as described in subsection (b).

(2) PROCEDURE- The Secretary shall issue and secure compliance with the rules or orders, under paragraph (1), through the Office for Civil Rights and in a manner consistent with the procedure used by a Federal department or agency under section 602 of the Civil Rights Act of 1964. If the public school or agency does not comply with the rules or orders, then notwithstanding any other provision of law, no funds made available through the Department shall be provided to a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders.

(3) JUDICIAL REVIEW- Any action taken by the Secretary under paragraph (1) shall be subject to the judicial review described in section 603 of the Civil Rights Act of 1964. Any person aggrieved by the action may obtain that judicial review in the manner, and to the extent, provided in section 603 of such Act.

(d) DEFINITION AND RULE-

(1) DEFINITION- In this section, the term youth group' means any group or organization intended to serve young people under the age of 21.

(2) RULE- For the purpose of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory.

Medications and Health Care at School - Questions and Answers

1. Does the school provide medications?
No, the school does not provide medication. Medication must be brought to the front office or school clinic by the parent/ guardian except as otherwise permitted. An "Authorization to Give Medication" Form must be completed and filed with the School Clinic.

2. Where can I find authorization forms?
Authorization forms are found in the school front office PS school clinic.

3. Why do medications have to be in the original container?

The original container provides information from the manufacturer about over-the-counter medications, including the name of the medication, the proper dose, how the medication should be given, how often the medication can be given, possible side effects, when the medication is no longer effective (an expiration date), the patient's name, BOE the prescribing health care provider. All of this information is necessary for the School Nurse to administer medication in a safe manner.

4. What if my child's medication or dosage changes?
Parents/guardians must inform the School Nurse of any medication changes. New medication or different doses will not be given unless the parent/guardian completes a new medication form. The information on the prescription bottle label must match the new consent form.

5. May my child carry over-the-counter medication at school? /O

All (i.e.: Advil, Motrin, Midol), acetaminophen (i.e. Tylenol), aspirin, antacids, cough drops, throat lozenges and oral antihistamines NVTU IBWF B completed DPOTFOU GPSN and administered by the school nurse.

6. Can my child carry their epinephrine auto injector, insulin or asthma inhaler at school? NO

All inhalers, epinephrine auto injectors or insulin must have a completed consent form and administered by the school nurse.

7. How much time do I have to get to the school if the nurse calls me to pick up my child because he's sick?
You, or a person you designate, should arrive within one hour of being called. Most school clinics have an area where your child can rest for a short period of time. You, or a person you designate, must arrive within 15 minutes if your child has a fever of 104 degrees F or higher. Otherwise, 911 will be called.

8. What happens to my child's medication at the end of the school year?
All medications not picked-up by parents/guardians by the last day of school will be destroyed.

9. Can my child take herbal medication at school?
No. Over-the -counter diet pills, vitamins, dietary supplements, including minerals or herbs will not be given.

For any additional questions or concerns, please contact our office.

SCHOOL FIELD LESSONS AND FIELD TRIP PROCEDURES

Field Lessons: Projects-Based Learning

Field lessons and projects-based learning are one of the many ways we give our scholars a well-rounded education. Field lessons extend the classroom learning. When your child enrolls at DIA, families will be asked to sign a **DIA Field Trips** permission slip which will allow your child to be transported to all field lessons. Each individual field lesson will have its own unique permission slip, please review and sign all permission slips in a timely manner so that you will be informed of all times when scholars will be out of the building.

Walking Field Lesson

When your child first enrolls at DIA, you will be asked to sign a walking permission slip which allows your child to leave the building on-foot under the supervision of their teachers. This permission slip allows the scholars to walk to nearby playing fields, libraries and other educational activities.

Chaperones

We welcome parent chaperones on our field lessons throughout the year. Please complete the chaperon of the field lesson permission slip if you are willing and able to chaperone a particular trip. Please note that non-DIA siblings are not allowed to attend DIA field trips and chaperones are not allowed to have non-DIA children with them on the trips. We would like to give all of our families the opportunity to participate in field lessons.

DUBOIS INTEGRITY ACADEMY FOOD SERVICE POLI

Student Meals

All families must fill out a **Federal Eligibility Application** for free and reduced price meals. Families that qualify will receive breakfast and lunch for free, full price, or at the reduced price.

Meals for Children with Disabilities and Food Allergies

USDA regulations require substitutions or modifications in school meals for children whose disabilities restrict their diets. A child with a disability or students with specific meal restrictions (such as food allergies) must be provided substitutions in foods when that need is supported by a statement signed by a licensed physician.

School food service may make food substitutions, at their discretion, for individual children who do not have a disability, but who are medically certified as having a special medical or dietary need. Each special dietary request must be supported by a medical statement, which explains the food substitution that is requested. It must be signed by a recognized medical authority and must include:

- **An Identification of the medical or other special dietary condition which restricts the child's diet;**
- **The food or foods to be omitted from the child's diet; and**
- **The food or choice of foods to be substituted**

Vegetarian options are available for children who do not wish to eat meat, poultry or fish.

BREAKFAST AND LUNCH PROGRAM

Cafeteria Program

Breakfast is served from 7:15 AM until *7:45* AM. In **the event of a late-arrival after 7:45 AM, scholars** will **not be served breakfast.**

We have a 30-mInute lunch period. Scholars may bring their own lunch from home. Please pack a healthy lunch: glass bottles. soda, sugar y juice. gum. chips. fast food. cookies. donuts, any type of candy. or any other food with excessive sugar or salt **Are Not Permitted.**

Breakfast and Lunch Rules:

1. Follow directions the first time they are given.
2. Scholars must have permission to leave their seats. Raise your hand if you need assistance.
3. Scholars may talk to one another using an appropriate indoor voice.
4. The first 20 minutes of breakfast and lunch will be silent eating time to ensure that all scholars are given time to complete their meals. The last 10 minutes scholars will be allowed to fellowship with their peers.
5. Keep hands, feet and objects to self.
6. Sit in your assigned seating area only.
7. Leave your table and area cleaner than you found it.
8. No talking with food in your mouth.
9. Do not be wasteful or play with food.
10. Clean up after yourself and others.

INCLEMENT WEATHER PLAN

DuBois Integrity Academy will often follow the guidance of Clayton County Schools when determining whether to close for Inclement weather however, the Principal and Executive Director reserve the right to alter school delay or closing decisions based on particular situations or circumstances.

Inclement Weather Decisions Before the School Day Begins

- DIA will follow the Clayton County School District closing and delayed opening schedule. In the event of a closing or delay, DIA will also post this decision on the website at www.duboisintegrityacademy.org

Inclement Weather Decisions During the School Day

In the event of inclement weather during the school day in which it appears that conditions may be hazardous for travel in the afternoon, the Executive Director and the Principal will make a decision to release school early within 2 hours from which the decision was made (e.g. a decision made at 11 AM would result in an early release of 1:00 PM). The latest point at which a decision would be made for early release would be 1:00 PM, in which case school would be released at 3:00 PM.

INTERNET AND ACCEPTABLE USE POLICY

Use of School's Internet and Technology Services Use Policy

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

- Use the Internet for any illegal purpose;
- Use any social networking site (Facebook, lnstagram, 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.

All scholars will not be allowed to access the Internet or email until the scholar and a parent/guardian have signed a **DIA Technology Release Agreement.** Unacceptable use of the Internet will result in immediate revocation of access privileges.

Safety and Acceptable Use of the Internet by Scholars, Staff, and Educators Polley Background:

As the use of telecommunication networks by scholars 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).

Internet and Acceptable Use Policy Content

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.

Internet and Acceptable Use Policy 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 scholars, educators, school personnel at DIA.

Internet and Acceptable Use Policy Scope

The Internet superhighway connects millions of computers all over the world and millions of individual subscribers. Access to the Internet will provide scholars 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 scholars, parent, teacher and administrator to ensure that access to telecommunication networks, computers and the Internet provided by the school is not abused or misused by students and staff.

Access to the Internet Acceptable Use Guidelines

Access to the Internet for DIA 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 DIA. 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.

Internet and Acceptable Use Privileges

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 scholar 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, DIA may pursue legal action to recover damages as a result of inappropriate use or safety violations of the network.

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

Internet and Acceptable Use Policy 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 scholar 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, unsavory internet material, or viewing pornographic material.
- Downloading software. 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.
- Viewing shopping sites, or conducting online shopping or business transactions
- Using internet resources for online gambling or gaming
- Uploading distasteful or harmful content about another scholar or individual
- Writing or posting abusive messages to others or about others
- Posting images or pictures of yourself or others using school networks

The school administration will install and monitor filters to prevent the abuse and misuse of the school's internet resources by scholars and staff.

HARASSMENT POLICY

DuBois Integrity Academy Is committed to equitable and swift resolution of harassment Issues.

Any scholar 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. Inform the school's principal of any incident of harassment or perceived harassment.
5. Scholars 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.

REPORTING ACTS OF SEXUAL ABUSE OR SEXUAL MISCONDUCT

DuBois Integrity Academy's reporting process is as follows:

A. 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 employee is urged to make an oral report of the act to any teacher, counselor or administrator at the school immediately or call the National Child Sexual Abuse Hotline at 1(855)422-4453 – 1(855)GACHILD

B. Any teacher, counselor, volunteer or administrator receiving a report of sexual abuse or sexual misconduct of student by a teacher, administrator, or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee, and shall submit a written report of the incident to the school principal or principal's designee within 24 hours. If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the Executive Director or the Executive Director's designee.

C. Any school principal or principal's designee receiving a report of sexual abuse as defined in O.C.G.A. § 19-7-5 shall make an oral report immediately to the school social worker liaison, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The school social worker liaison Child Protection Report may be submitted via telephone, fax, or in written form to a child welfare agency providing protective services, as designated by the Department of Human Services, or, in the absence of such agency, to an appropriate police authority or district attorney.

D. 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 shall be investigated immediately by school or system personnel. To protect the integrity of the process and to limit repeated interviews with the student, the designated system personnel is required to take a written statement from the student prior to any other person. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the Executive Director. The Professional Standards Commission Ethics Division must also be notified of any validated acts of sexual misconduct.

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. Georgia DHR Form 3231 is acceptable for scholars in prekindergarten programs; the Georgia DHR Form 3231, Certificate of Immunization, must be used for scholars in grades K-12. A local health department computer-generated form is acceptable.

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 con be contacted at home.

Administration of Medicine

DIA 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 or clinic and administered by the school's designated individual. Parents are responsible for ensuring that their child receives their medicine at the regularly scheduled time by informing the school health professional or designee and signing in the medication to the clinic or main office with correct dosage instructions.

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.

OUTSTANDING FEES POLICY

Scholars may be subject to fees for a variety of reasons, including but not limited to: breakfast and lunch fees, lost or damaged textbooks or instructional materials, or childcare fees related to tardy pick-ups. As a general rule, parents have 1O 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 scholars with outstanding fees. Additionally, if a child is not eligible for free lunch, and their meal balance is beyond 30 days, the school may provide an alternate meal to the child.

However, all DIA scholars will have access to their academic/instructional programs and academic transcripts/records outstanding fees.

Scholar Uniform Policy for School Year 2020-2021

This year's policy has been amended from DIA's normal uniform policy and is expected to change back for the next school year.

The scholar dress code policy at DIA is that ALL scholars are expected to wear the required uniform every day, unless otherwise indicated.

DIA school uniform provider website is: www.goschoolzone.com

Monday – Friday : Gray Polo with DIA logo and Khaki or Navy Bottoms (pants, shorts, skirts, and skorts)

Scholars attending school virtually must wear their gray polo while attending the online session.

All skirts, shorts, and skorts much reach scholars fingertips when standing.

Socks or stockings should be navy, black, khaki, beige, or white (no bright colors, prints or distractions). Belts must be worn and shirts and blouses must ALWAYS and be tucked inside with **all black shoes** daily. NO SAGGING WILL BE ALLOWED.

The following guidelines will be used to govern adherence to our uniform policy. Please read and adhere to the uniform policy in this handbook to avoid your scholar receiving demerits for violation of our board approved uniform policy.

1. Any scholar who is in violation of the uniform policy will receive a demerit and parent will be notified.
2. Any scholar who is in violation of the uniform policy a second time will receive a demerit and a second parent notification.
3. Any scholar who is in violation of the uniform policy a third time will receive a demerit and loss of privilege in addition to parent notification.
4. After the fourth uniform violation the scholar will be placed in parent care for one day. The parent and the scholar must meet with administration before the scholar can return to school. When the scholar returns to school, he/she must have on the correct uniform.
5. After serving parent care, attending a conference with administration and 3 demerits, if the parent continues to refuse to comply with supporting the culture we are establishing at DuBois Integrity Academy the scholar will be at risk of being suspended.

School Zone:
Location: 5400 River Station Blvd. Ste. #106, College Park, GA. 30349 (470) 488-1533

Exception: ***Religious Attire*** - DIA permits exemptions from such policies for students to wear religious attire.

SEARCH AND SEIZURE POLICY

Procedures for Search and Seizure

School personnel may search the scholar, or anything on school property such as lockers, and personal belongings, upon reasonable suspicion that the search will yield evidence that an offense was committed. Unauthorized items and/or items that threaten the safety of others will be seized and appropriate disciplinary action will be taken.

Personal property of a random group of scholars can be searched with reasonable suspicion that an offense has been committed. The search must be done by a staff member who is the same sex as the scholar and there must always be a second staff member present as a witness.

Scholars and parents are responsible for checking clothing, book bags, purses and all scholar personal possessions for illegal and unauthorized items before entering the school safety zone (defined as on or within 1000 feet of any realty property owned or leased to any public or private elementary school, secondary school, or school board, and used for elementary or secondary education).

PARENT NETWORK INFORMATION

DIA personnel having reasonable cause to believe a family member, caretaker, staff member or any other adult has abused a child, shall report that abuse to child protective services. T**he "Official Code of Georgia Child Abuse or Neglect Act" (Sections 16- 10-50 and 19-7-5)** mandates persons working in certain professions of sustained contact with children report suspected child abuse/neglect to protective services.

Under no circumstances shall any person in charge of reporting suspected neglect or abuse to the proper authorities exercise any control, restraint, modification, or make other changes to the information provided by the reporter, although each of the aforementioned persons may be consulted prior to the making of a report and may provide any additional, relevant, and necessary information when making the report.

Agencies and individuals making a report in accordance with the state law or participating in a resulting judicial proceeding is presumed to be acting in good faith and, in doing so, is immune from any civil or criminal liability that might otherwise be imposed.

1. Employees of DIA shall immediately notify the School Principal or designee of any cases of suspected child abuse.

2. The School Principal or designee shall immediately (without delay) report suspected child abuse to the appropriate child protective agency. (within 24hrs)

3. DIA will conduct annual training regarding the identification and reporting of child abuse to all employees.

4. Specific school-based guidelines outlining the procedure for reporting child abuse shall be published and disseminated to all DIA employees at the start of each school year.

Restroom Procedures

Children can go to the restroom at the teacher's discretion and during planned restroom breaks during the day and whenever necessary throughout the day. We ask parents to notify the school if their child has unique needs regarding use of the restroom.

It is the parent's responsibility to ensure that their child has extra clothing at school (a complete set includes:underwear, socks, shoes, pants/shorts and shirt) at all times.

Retention Policy and Procedures

Promotion of a DIA scholar shall be determined as follows: DuBois Integrity Academy retention policy as required by Georgia Law of O.C.G.A. § 20-2-283 and SBOE rule 160-4-2-.11. O.C.G.A. § 20-2-283 requires students in third and fifth, grade to not be promoted to the next grade if the student scores lower than a Developing Learner on the Georgia Milestones assessment. O.C.G.A. § 20-2-283 allows the student to be promoted to the next grade if the student scores as a developing leaner or above on a second administration of the Georgia Milestones. If a student does not score as a Developing Learner or above on a second administration of the Georgia Milestones, a parent, guardian, or teacher can appeal the decision to retain the student, and the school must convene a placement committee to determine the student's grade placement in the next school year Scholars in grades K, 1, 2 and 4 must meet grade level standards in the core content areas (including reading, language arts, math, science, and social studies) to be promoted to the next grade level. Promotion will be based upon standards established for each subject. Attendance of less than 85% will also serve as a major consideration in the decision to retain a scholar.

DIA scholars in grades K, 1, 2 and 4 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

A scholars' retention is recommended when it is considered to be in the best interest of the scholar. Retention may be considered at any grade level. The decision to retain should be based on sufficient data gathered over time with the intention of placing the child in the grade level and educational program where he or she will ultimately be the most successful.

Scholars qualifying for special education will also receive consideration on a case-by-case basis in a manner consistent with the Individualized Education Plan (IEP).

Scholar Cell Phones

Scholars are not permitted to carry a cell phone to school at this time. If you would like to present a special circumstance regarding this guideline. please speak directly with the principal.

Scholar Materials

DIA Teachers will provide scholars parents with a classroom supply list annually.

Scholar Privacy

DIA recognizes an individual's right to privacy and prohibits the release of scholar information to any unauthorized entity. Copies of scholar records may be obtained only through the submission of appropriate written application. with the approval ofa parent or guardian.

Scholars Records and Privacy:

Accurate and complete scholar academic and discipline records shall be maintained electronically and in paper format for each scholar enrolled in DIA. Confidentiality of scholar records shall be preserved in compliance with the Family Educational Rights and Privacy Act. Access to education records is provided to parents. eligible scholars (those eighteen years of age or older, or those enrolled in postsecondary educational institutions); to professional educators with legitimate educational interests.

Special Education

Scholars with identified physical, emotional, learning, or developmental disabilities have the right to placement in the least restrictive environment, and may receive special education services according to a written Individualized Education Plan (IEP). Scholars who received special education services at their previous school will receive services at DIA as so designed in an IEP meeting, which will take place within the first 30 days of school.

If your scholar has previously received special education services or has been given a Section 504 plan, please make sure to immediately notify the principal. If you believe that your child may be eligible for special education services, please notify the principal as soon as possible in writing. If you are interested in more information on special education, please contact the principal.

Toys and Electronics

Scholars are not permitted to carry CD players, iPods, toys, games, or candy to school. All of these items will be held by the teacher or in the office and only returned to the parents. If an item is for show and tell, please contact your child's homeroom teacher to confirm that the item in question is supposed to be brought to school.

Bus Transportation

School bus transportation is currently not available at DIA.

PARENT CERTIFICATION

Please sign and return to school.

I have thoroughly read the DuBois Integrity Academy Parents and Scholars Handbook and discussed the contents with my child. I agree to honor and uphold the stated practices, procedures and policies; I agree to ensure that my child also honors and upholds the stated practices, procedures and policies.

Parent Name: _____

Parent Signature: _____

Scholars Name: _____

Scholar's Grade: _____

Date: _____

Infectious Disease Guidelines

DuBois Integrity Academy's first priority is the health and well-being of our student, employees, and families. DIA would like to thank school leaders, the Department of Public Health, and the Georgia Department of Education for their input and guidance throughout the development of these guidelines. Based on the latest health recommendations, DuBois Integrity Academy has established the following reopening guidelines for face-to-face and hybrid instruction. These guidelines may be subject to change based on developing information from the Department of Public Health, and the Georgia Department of Education, at which time DuBois Integrity Academy may amend parts of this plan. https://www.georgiainsights.com/uploads/1/2/2/2/122221993/georgias_k-12_recovery_plan.pdf

What DuBois Integrity Academy will do to create as safe a learning environment as possible:

- ✓ All students, faculty & staff will undergo temperature checks before entering the building. Students, faculty, and staff with COVID-19 symptoms or a temperature greater than 99.5° will be asked to return home.
- ✓ The building has undertaken an ionization air quality installation system which will kill corona virus and other viruses on clothes and surfaces (desk, chairs, walls, etc.).
- ✓ The restrooms will have a hands-free system to include sinks, toilets, urinals, and soap dispensers throughout the building. Previously restrooms utilized hands-free hand dryers at our main campus.
- ✓ Every classroom will have a hands-free hand sanitizing dispenser installed.
- ✓ All staff and teachers will be trained on social distancing guidelines and CDC recommendations and will implement best practices hand washing and sanitizing procedures for all students.
- ✓ Classrooms will be organized to gain a maximum social distancing set up.
- ✓ We will establish a triage area to manage students who become ill during the day to minimize exposure to other students.
- ✓ Lunch & Breakfast will be served primarily in the classroom to minimize student interact throughout the building.
- ✓ Documented sanitizing protocols will be conducted throughout the day and afterschool to maximize building sanitizing.

What Parents and Families will do to create as safe a learning environment as possible:

- ✓ Parents will stop at drop off and wait for the scholars temperatures to be checked prior to leaving. If their scholar's temperature is higher than 99.5° they must take them back home.
- ✓ Parents of 5th grade scholars will drop their students of at our Fifth Grade Academy. If the 5th grader has sibling, the 5th grade and siblings may be dropped off at the Fifth Grade Academy. Breakfast and before-care will be available at Fifth Grade Academy. Younger siblings will be transported in our school bus which will be cleaned thoroughly, and this will allow us to travel with 20 scholars or less.
- ✓ Parents must provide our scholars with mask DAILY.
- ✓ We will require scholars to wear mask during the day.

- ✓ If students becomes ill during the day and the nurse or other staff needs to call the parent to come get our scholar, we are asking that you come get them (or send someone from your pick-up list) to pick them up within 1 hour. If the scholar cannot be
- ✓ picked by the parent or family member in 1 hour, DuBois Integrity Academy will contact medical support.
- ✓ If a scholar has been ill or has shown signs of Covid-19, they must have a note from a physician's office prior to returning.
- ✓ Parents do not bring your child to school if they are sick and showing these systems: *Fever or chills, Cough, Shortness of breath or difficulty breathing, Fatigue, Muscle or body ache, Headache, New loss of taste or smell, Sore throat, Congestion or runny nose, Nausea or vomiting, Diarrhea*

What are the consequences of noncompliance to the reopening procedures:

Consequences to noncompliance will be progressive, similar to that of the uniform policy.

1. Any scholar who is in violation of the not wearing a mask will receive a demerit and parent will be notified.
2. Any scholar who is in violation of the wearing a mask a second time will receive a demerit and a second parent notification.
3. Any scholar who is in violation of the wearing a mask a third time will receive a demerit and loss of privilege in addition to parent notification.
4. After the fourth violation of not wearing a mask the scholar will be placed in parent care for one day. The parent and the scholar must meet with administration before the scholar can return to school. When the scholar returns to school, he/she must have on the correct uniform.
5. After serving parent care, attending a conference with administration and 3 demerits, if the parent continues to refuse to comply with supporting the culture we are establishing at DuBois Integrity Academy the scholar will be at risk of being suspended.
6. Parents who let their scholar out of the car without allowing them to get a temperature check will be given 1 warning. If the scholar is healthy, then administration will explain the process to the parent again. Parents must comply to secure a safe and healthy school environment.

DuBois Integrity Academy

Pandemic Plan 2020

This 2020 Pandemic Plan was written as a result of the impact of the COVID Virus; however, covers the scope of present and possible future Highly Infectious Disease Emergency Operations Plan.

Revised 08/23/2021

DuBois Integrity Academy recognizes that our school is a critical community institution serving approximately 1,100 staff and children. The threat of a highly infectious outbreak in our school could be detrimental to the community. By following this highly infectious disease preparedness plan, we are dedicated to reducing the miscommunications that may encompass the chaotic nature of an outbreak of any highly infectious illness.

This plan outlines DuBois Integrity Academy strategy in preparing for, responding to, and recovering from a highly infectious disease outbreak such as Pandemic Flu in a collective, community approach.

This document includes supplemental information from Georgia Department of Public Health, Center of Disease Control, and Georgia Department of Education.

PURPOSE

The purpose of this highly infectious disease preparedness plan is to increase the communication to our DIA staff and students in the event of an outbreak. The plan would serve as a resource guide for planning and responding to a sudden pandemic within our organization. Highly infectious illnesses may have a short incubation period, spread easily, and cause severe illness or possible death, and may have no possible existing vaccine or treatment.

The purpose of this plan is to achieve the following goals:

- Enable DuBois Integrity Academy to continue to operate and provide services as normally and effectively as possible in the event of a highly infectious disease outbreak with minimal academic and economic losses.
- The response of DIA will be directed by Georgia Department of Public Health direction and guidance. This plan coordinates federal, state, and local agencies.
- Continue the essential core operations of DuBois Integrity Academy in the event of increased staff/student absences due to a highly infectious outbreak.
- Establish and maintain a coordinated command system with Georgia Department of Education, and the school to enable effective, timely, and sensitive decision-making regarding continuity of student learning needs to remain the core value and focal point.
- Develop a communications plan to ensure that students, parents, and staff receive timely and accurate information regarding disease prevention strategies and infection control strategies.
- Coordinate with other close districts for safety measures related to the outbreak.
- Prepare and provide for mental health/crisis service needs of staff, students and families.
-

SCOPE

The scope of this preparedness plan covers the most prevalent highly infectious illnesses such as Pandemic Flu, other airborne respiratory illnesses – COVID19 (coronavirus), MERS and SARS, Ebola, airborne viruses such as Anthrax, and all other unknown diseases.

COVID-19 (Coronavirus) – Symptoms of COVID-19 have reportedly had mild to severe respiratory illness accompanied with fever, cough, and shortness of breath. The 2020 outbreak originated in the Wuhan province of China. Symptoms may appear 2-14 days after exposure. The virus is spread person-to-person between people within close contact (about 6 feet), via respiratory droplets produced when an infected person sneezes or coughs, and these droplets can land in the mouths or noses of people who are nearby where the droplets are inhaled into the lungs. Transmission may also be possible through contact with contaminated surfaces, but this is not thought to be the main way of transmission. People at risk are those who have recently traveled to/from China or those in close contact to positively diagnosed individuals.

MERS & SARS – Middle East Respiratory Syndrome and Severe Acute Respiratory Syndrome.
MERS – also known as the "camel flu." A fairly new respiratory virus for humans. Symptoms include fever, cough, diarrhea, and shortness of breath.

Some experience symptoms involving the gastrointestinal tract as well causing nausea, vomiting, and diarrhea. Spread through respiratory droplets is the believed transmission, however this is still being studied. Incubation period is approximately 5-7 days. Mortality hits one-third of diagnosed cases. Spread is uncommon outside of hospitals, thus the risk to the global community is fairly low. No diagnosed cases in the US since 2014.No vaccine or treatment.

SARS – severe respiratory illness that started in southern China. No cases have been diagnosed since 2004. Initial symptoms are flu like including muscle pain, high fever, sore throat, cough, severe muscle aches, and possible diarrhea. These symptoms may lead shortness of breath and/or pneumonia. Incubation period is 4-6 days, although it has been known to incubate for one day.
Transmission is through respiratory droplets. Although there is some belief that SARS may be spread through airborne transmission – meaning spread by tiny pathogens in the air that are inhaled.

Pandemic Flu/Influenza –
Influenza (flu) viruses can cause a severe illness, even death. Younger and older populations as well as populations with certain health conditions (asthma, COPD, heart disease, neurological disorders, blood disorders, endocrine disorders, kidney disorders, and weakened immune systems) are at a high risk of serious flu complications.

Flu viruses are grouped into three types, designated A, B, and C.

- **Type A** – can affect both humans and animals, and are associated with more severe illness. Usually the cause of global pandemics.
- **Type B** – infect only humans and cause seasonal outbreaks and less sever disease than A in the United States (US). Does not cause pandemics
- **Type C** – Very common, usually cause mild respiratory symptoms.

The average incubation period (time between infection and onset of symptoms) for seasonal flu is TWO days. Flu symptoms are only passed human to human by respiratory secretions. People infected with the flu viruses may shed the virus and transmit the infection up to one day before the onset of symptoms. Viral shedding and the risk of transmission will be greatest during the first three- four days after the onset of symptoms.

An influenza pandemic is a global outbreak of a NEW INFLUENZA VIRUS that is very different than current and circulating influenza A viruses. Pandemics happen when new influenza A viruses emerge which are able to infect people easily and move quickly person to person.

Influenza viruses come from different animals including birds and pigs from the past, most recent pandemics. In a pandemic influenza, the influenza A virus in these animals may shift to what's called an "antigenic shift." The antigenic shift represents an abrupt, major change in an influenza A virus. This can result in a direct non-human to human transmission. Once this occurs in one person and is able to move to another person, this is now defined as a pandemic. Pandemics happen quickly and move fast from country to country.

DIFFERENCE BETWEEN SEASONAL AND PANDEMIC FLU

SEASONAL FLU	PANDEMIC FLU
Happens annually and peaks between December and February	Rarely happens: 3 times in 20th century
Usually there is some immunity from previous exposures and influenza vaccines	Most people have little or no immunity because they have no previous exposure to the virus or similar viruses
Certain people are at risk for flu complications – elderly, infants, people with chronic health conditions	Even healthy people are at risk for serious complications
Health care providers can meet the needs of patients easily	Health care providers and hospitals are overwhelmed and it is very difficult to meet the needs of the exposed public
Vaccines are updated annually and one dose is sufficient	Although the US govt maintains a stockpile of pandemic vaccines, the overwhelming need of vaccines may not be available, and may require two doses
Usually cause minor impact on schools and the public. Sick people should stay home	May cause major impact on the general public. May cause travel restrictions, school and business closings
Antiviral drugs are readily available and help within the first 48 hours of presenting symptoms	Antiviral drugs will still be prescribed, but will be less readily available and more difficult to come by. Symptoms will also be more severe and antivirals may not be as helpful

Treatments for pandemic flu include antiviral drugs and non-pharmaceutical interventions (NPIs). These actions do not include medications or vaccinations. NPIs will be the only early intervention tools that will most likely mitigate the quick transmission from person to person. See more about mitigation strategies in the later section, **Prepare – Prevent – Protect.**

Ebola – a rare viral hemorrhagic fever in humans and non-human primates. The virus starts between 2 days and 3 weeks after contracting the virus. Symptoms show up as a fever, sore throat, muscular pain, and headaches. Vomiting, diarrhea, and a rash may follow along with decreased function of the liver and kidneys. An infected person may bleed both internally and externally and has a very high risk of death, killing between 25-90% of those infected. Death often occurs from low blood pressure due to loss of blood. The virus spreads through direct contact with body fluids, such as blood, urine, feces, semen, breast milk, sweat, and vomit. An Ebola vaccine is currently being studied in Africa with promising factors, nothing current in the US thus far. No specific treatment is singled out for Ebola, however, supporting treatments will have to take place such as intravenous fluids, pain management, anti-nausea, and fever control. If infected, recovery depends on the person's immune response. Ebola survivors may carry the illness in their blood for up to 10 years post recovery.

Anthrax – A serious infectious disease can cause death. Anthrax gets into the body through the skin, lungs, or gastrointestinal tract. All types of Anthrax are bacterial and can spread throughout the body quickly if not treated with antibiotics.

- **Cutaneous** – most common and least dangerous – through the skin. Possible exposure comes from workers who handle contaminated animal products and get spores in a cut or scrape on their skin. Infection develops in 1-7 days after exposure.
- **Inhalation** – Most deadly form of Anthrax. Occurs when a person inhales spores that are aerosolized during the industrial processing of contaminated materials, such as wool, hides, or hair. Infection develops within a week after exposure, but it can take up to 2 months.
- **Gastrointestinal** – Rarely reported in the US. People who eat raw or undercooked meat form infected animals could get sick with this. Infection develops from 1-7 days after exposure.
- **Injection** – This Anthrax has never been reported in the US. Seen in northern Europe in people injecting heroin.

People at risk are people who handle animal products, veterinarians, livestock producers, travelers, laboratory professionals, mail handlers, military personnel, and response workers. The Anthrax vaccine is currently provided only to people who are at an increased risk of coming in contact with anthrax spores, such as members of the US military, certain laboratory workers, and some people who handle animals or animal products. The vaccine is not licensed for use in children under age 18, adults over age 65, or pregnant and nursing women.

We do not know when Anthrax will occur, however, federal agencies have worked for years with health departments across the country to plan and prepare for an anthrax attack. Anthrax can be used as weapon because spores are easily found in nature, can be produced easily, and can last a very long time in the environment. These spores are released quietly and without anyone knowing. The spores cannot be seen, smelled, or tasted.

U.S. Department of Health and Human Services, Center for Disease Control, Georgia Department of Public Health, Georgia Department of Education, and DuBois Integrity Academy are the Authorities.

During an outbreak of a highly infectious illness, the US Government – US Department of Health and Human Services (HHS) along with the Centers of Disease Control (CDC) is the national leader for overall communication and coordination efforts. If it is universal, they work correspondently with the World Health Organization (WHO).

US Department of Health and Human Services along with the CDC's role is:

- Identify, appoint, and lead the highly infectious disease response; enact or modify legislation and policies required to sustain and optimize pandemic preparedness, capacity development, and response efforts across all sectors.
- Lead national and domestic efforts in surveillance and detection of outbreaks. Prioritize and guide the allocation and targeting of resources to achieve the goals as outlined in a country's response.
- Provide additional resources for national pandemic preparedness, capacity development, and response measures. Support rapid containment of outbreaks, provide guidance to state level authorities on the use and timing of community infection control measures.
- Support biomedical research and development of new vaccines and medical countermeasures.
- Consider providing resources and technical assistance to countries experiencing outbreaks of the highly infectious illness.

The Georgia Department of Public Health takes lead from the CDC. Clayton County Health Department takes lead from the Georgia Department of Public Health. Both have natural leadership and advocacy in highly infectious illness preparedness and response efforts. In cooperation with these public health sectors, DuBois Integrity Academy cooperates in efforts to raise awareness and actions that are necessary in response to the severity of the phase of reported illness.

The risks and potential health consequences are taken into consideration by Georgia Department of Public Health and the information gathered assist DuBois Integrity Academy in the following:

- Provide reliable information on the risk, severity, and progression of the outbreak and the effectiveness of interventions used during the outbreak.
- Prioritize and continue the provision of health-care during a highly infectious outbreak. Maintain situational awareness by monitoring the highly infectious illness surveillance data and assessing the public health/medical needs of Georgia.

- Enact steps to reduce the spread of the infection in the community and in health-care facilities. Provide guidance, resources, and technical assistance to local health departments and aid in the need/use of vaccines, anti-virals, and antibiotics

- Protect and support DIA staff and students during the infectious outbreak. Provide PPE in the form of building protective supplies to protect staff and students from transmission and infection control procedures.

- Notify the local health departments if social distancing and community mitigation is needed, such as closing schools, travel restrictions, cancellation of local, public events, isolation and/or quarantine may be required to slow the spread of the illness.

DuBois Integrity Academy response to an infectious illness is as follows:

- Mandatory testing once a week for all students & staff.

- The Executive Director and the Administrative Team will develop planning based on information provided by the Center of Disease Control, Georgia Department of Public Health, and the Georgia Department of Education. The steps will be communicated to employees, students and families, and community members.

- Maintain school staying in session until notified by local authorities for the need to close.

- Nurses continue to educate the school community on prevention of illness: vaccinations, proper hand washing techniques, community mitigation, and social mitigation for prevention of transmission. Prepare the school community to minimize health risks. Train all staff and students on these measures.

- Nurses, school administration, and teachers will develop plans with families in the event their child must be sent home due to illness or if the school community must close.

- School administration will document a response plan along with the Executive Director and the identified school Incident Commander (IC), the principal or an appointed administrator.

- The Executive Director will provide the DIA community with data and health surveillance reporting and information. Update schools with potential changes that may take place and information on the extent of the spread of the illness.

ASSUMPTIONS

Georgia Governor may declare a State of Emergency, resulting from a public health emergency – highly infectious illness – i.e. COVID19. Response to this outbreak/pandemic will require swift and coordinated action by all levels of government.

- Effective prevention and therapeutic measures, including vaccine and antiviral medications, could be delayed, in short supply, or not available.
- Substantial public education regarding the need to target priority groups for vaccination and antiviral/antibiotic medication and the allocation of limited supplies, is crucial in averting public panic.
- Non-pharmaceutical interventions, travel restrictions, cancellation of public events, isolation and/or quarantine may be required to slow the spread of an outbreak.
- Secondary bacterial infections, following the outbreak, may result in shortages in antibiotic supplies.
- There may be a need for alternate care sites as a temporary health facility.
- Healthcare workers, firefighters, and police officers may be at higher risk of exposure and illness that the general population, further straining the outbreak response.
- Widespread illness could increase the likelihood of sudden and potentially significant shortages of personnel in other sectors that provide critical public safety and necessary services.
- If Pandemic Influenza, it will occur in waves – up to 2 months with little or no flu activity and last as long as 18 months where there is risk associated to the public.
    - Pandemic influenza is known to spread rapidly form one person to the next through coughing or sneezing. Some people may become infected by touching something with the flu virus on it and the touch their nose, mouth, or eyes.
    - Influenza may shed the virus for one to two days before becoming symptomatic.

PREPARE – PREVENT – PROTECT

Preparedness refers to those actions and measures taken before an event in order to better handle the emergency when it arises.

CDC plays a prevalent role in making sure states and local health departments are prepared for public health emergencies.

Public health officials recommend prior to and in the early phases of a pandemic or outbreak, to practice every day good health habits and to use non-pharmaceutical interventions (NPIs) to prevent and protect the human population from the spread of a highly infectious illness. Everyday good health habits include the following:

- Avoid close contact with people who are sick. When you are sick, stay away from others to prevent passing on your illness to others.
- Stay home when you are sick so you prevent passing your illness on to others.
- Cover your mouth and nose when sneezing or coughing with a tissue and then throw away the tissue. Sneeze or cough into the crook of your elbow if tissues are not available.
- Wash your hands after coughing or sneezing and often throughout the day. Washing the germs is always best and the preferred method. If soap and water is not available, hand sanitizer will kill the viruses, but not wash them away.
- Avoid touching your eyes, nose, or mouth. Germs are often spread touching these body parts.
- Practice other good health strategies – clean and disinfect surfaces in your home, especially when someone is ill. Get plenty of sleep, manage your stress, and be physically active.

Other than everyday good health habits, other non-pharmaceutical interventions are thoughtful mitigation strategies to protect the community and are consistent of:

- Social distancing – create ways to provide distance between people in close contact areas including work and school.
- Closures – possible closures of non-urgent/mandated events – not necessary to hold extra community events during an outbreak or pandemic.
- Be prepared and informed, take an active participation in the event of an outbreak or pandemic.
- Communicate with other employees, students, and community members by using educational materials to inform on updates of the outbreak or pandemic, good hygiene methods including hand washing protocol, hang posters, send email reminders, and face to face trainings/ presentations.
- Continue communicating surveillance and monitoring the outbreak or pandemic.

- Maintain a clean environment.

- Educate the school community on when to stay home when you are sick.

Other preparedness measures for DuBois Integrity Academy include:

- Leadership team including the Incident Commander, the Executive Director delegates necessary tasks and duties to all employees according to Georgia Department of Public Health and Center of Disease Control's guidance and direction. Important that together, these departments communicate the same message to all employees, students, parents, and community members.

- Teachers prepare lesson plans ahead of time in case they are out due to illness and/or students are out due to illness.

- Administration will prioritize essential staff functions and cross train staff to ensure that if a large percentage of staff is gone, other employees are able to fulfill those roles.

- The Leadership Team will review leave procedures and negotiations to consider the possibilities of large amounts of employees are gone.

IN THE CASE THAT ONE CASE IS CONFIRMED, DUBOIS INTEGRITY ACADEMY TRANSITIONS TO THE RESPONSE PHASE.

During an outbreak/pandemic, DuBois Integrity Academy focuses on the school district's response to and management of a confirmed case.

INFLUENZA-LIKE CASE DEFINITION

The Centers for Disease Control and Prevention defines an Influenza-like illness as having the following symptoms:

Fever of 101.5 degrees Fahrenheit or higher
AND ONE OF THE FOLLOWING

- Cough
- Sore Throat
- Headache
- Muscle Ache

A student with Influenza-like symptoms must be sent to the nurse's office for screening (symptom check and/or taking temperature). If student meets the case definition as described above, he/she must be excluded from school until symptom free. Enter the name of student on tracking log and report on the daily/weekly report form.

IDENTIFY

Identification of a confirmed case starts the process of an outbreak/pandemic emergent situation. During this time, DuBois Integrity Academy will increase emphasis on the everyday good health habits and non-pharmaceutical interventions as this is our biggest defense to a highly infectious illness preparedness plan. It is our number one goal to keep our students, staff, parents, and all other community members as safe and healthy as possible, therefore, we will communicate and educate these stakeholders on an often, routine bases to keep the messages flowing about where we stand as a community in this highly infectious illness process.

ACTIVATE

As this process of a highly infectious illness plan comes to fruition, we must look at the date collected by the Executive Director for DuBois Integrity Academy and follow this for the proper emergency response.

The Executive Director will get direct communication and notification of a confirmed case of a highly infectious illness student or staff and then will work directly with the Principal to activate proper operations. The Executive Director will distribute this communication to the school community. DuBois Integrity Academy may rely on nurse and other staff to train additional staff or community members run the operations of vaccinations or medications at the DuBois Integrity Academy. Personal Protective Equipment (PPE) – if needed, will be provided to make DuBois Integrity Academy as safe as possible. Instructions on this equipment for utilization and proper maintenance may involve the nurses and other staff to assist in training and utilization of this equipment.

Quarantine and Isolation – DuBois Integrity Academy will address community mitigation measures specific to community containment interventions, such as isolation and quarantine during an outbreak/pandemic. Community containment interventions are implemented to help prevent or reduce the spread of an infectious agent(s) within the community.

If voluntary home quarantine measures are suggested for exposed household members, DuBois Integrity Academy will communicate with staff, students, parents, and community members as a need to help mitigate the highly infectious illness.

Depending on severity of event, DuBois Integrity Academy will take direction from government officials including law enforcement, Georgia Department of Public Health, and Georgia Department of Education for next steps.

CONDUCT

Conducting a full emergency operations at DIA will take the guidance and expertise of the Georgia Department of Public Health and Environment. This may involve requests of administration and nurses. The Leadership Team will activate the Essential Worker's Team needed capacity. DuBois Integrity Academy will initiate data collection of absenteeism and provide the designated appointee with data they will be needing for report to Georgia Department of Education. DuBois Integrity Academy will need school leaders to provide support in this area and direction for operation in collecting and analyzing all data.

During any highly infectious illness outbreak/pandemic, DuBois Integrity Academy will maintain surveillance data and contribute to Center of Disease Control and the Georgia Department of Public Health in a proactive, positive manner to increase the health and safety of our community.

DuBois Integrity Academy will manage all internal resources and document/track all expenses in real time.

RECOVER

Community Assessment of a highly infectious illness outbreak/pandemic requires completed surveillance data and feedback of operations. Any damage done to the community from this highly infectious illness outbreak/pandemic will be defined and analyzed for proper future planning.

It is crucial DuBois Integrity Academy enforces resources and guidance for all staff, students, parents, and community members to focus on “getting back on track.” Stress the importance of returning to normal practice and procedures for the health and safety of everyone. Return as quickly as possible to normally scheduled school days including all scheduled events. DuBois Integrity Academy will assess the need of additional mental health support resources and provide as much as possible to staff, students, parents, and the community.

DuBois Integrity Academy will also assist in supporting DIA families with resources to the extent possible that may be needed during or after a highly infectious illness outbreak/pandemic.

DuBois Integrity Academy will communicate when it is safe to return to school and what precautions, if any, will need to occur. All school grounds and property will be cleaned and sterilized. The Facilities Manager will help support this practice.

DuBois Integrity Academy will continue to monitor the illness and provide data as needed to continue the transparency of communication to the community.

DuBois Integrity Academy will establish a “return to learning” program to get students who have missed several days of instruction back on track. Some assignments may need to be modify depending on students’ performance on content mastery.

Conclusion

Maintaining DuBois Integrity Academy essential functions and services in the event of pandemic requires additional considerations beyond traditional continuity planning. A pandemic may not directly affect the physical infrastructure of the DuBois Integrity Academy. As such, a traditional “continuity activation” may not be required during a pandemic outbreak. However, a pandemic outbreak threatens a district’s human resources by removing essential personnel from the workplace for extended periods. Accordingly, the DuBois Integrity Academy continuity plan addresses the threat of a pandemic outbreak.

Resources

Centers for Disease Control and Prevention
https://www.cdc.gov/flu/school/cleaning.htm

Centers for Disease Control and Prevention: Covid-19
https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fspecific-groups%2Fguidance-for-schools.ht ml

Centers for Disease Control and Prevention: Covid-19 and children
https://www.cdc.gov/coronavirus/2019-ncov/faq.html#COVID-19-and-Children

Pandemic Influenza Continuity Plan template provided by FEMA
https://www.fema.gov/media-library/assets/documents/93250

Georgia Department of Public Health https://dph.georgia.gov/covid-19-daily-status-report

Georgia Department of Education
https://www.georgiainsights.com/coronavirus.html

Georgia Department of Education Path to recovery
https://www.georgiainsights.com/uploads/1/2/2/2/122221993/georgias_path_to_recovery_for_k-12_schools_--_v7-30-2020.pdf

Appendix

Title II ADA
Policy & Procedures Handbook

DuBois Integrity Academy

Revised & Adopted February 23, 2021

Mr. Myron Jones - Assistant Principal
(Dean of Student & Parent Affairs)

Mrs. Greta Hunt
(504 & Title II ADA Coordinator)
6504 Church Street Ste 1 & 2
Riverdale GA, 30274
(770) 997-4860

Title II ADA Procedural Safeguards

Complaint Procedures

Responding to Title II ADA Discrimination Complaints

Title II ADA of the Rehabilitation Act of 1973 and the Americans with Disabilities Amendment Actprohibit discrimination against students with a disability. No discrimination against students with a disability will knowingly be permitted in any of the programs or activities of the DuBois Integrity Academy Charter School.

A parent/guardian who believes that their child has been discriminated against under Title II ADA mayfile a grievance with the school, file a complaint with the Office of Civil Rights (OCR), or request a due process hearing. Students protected under Title II ADA may also file a grievance on behalf of themselves if they believe they have been discriminated against because of their disability. Complaintsmust be filed within 180 days of the reputed violation.

Parents who wish to file a complaint with the school system should be provided with a copy of the **Title II ADA Complaint Form**. The form must be submitted to the Title II ADA Coordinator. A copy of the **Title II Parental Rights** must be provided to parents when a complaint is filed. The parentwill be contacted within 10 business days from receiving a completed Title II ADA Complaint Form to schedule a meeting.

Title II ADA Impartial Hearing Request

Any student or parent/guardian ("grievant") may request an impartial hearing due to the school system's actions or inactions regarding your child's identification, evaluation, or educational placementunder Title II ADA. A **Title II ADA Request for Hearing** form must be completed and submitted to the School's Title II ADA Coordinator. Forms may be obtained from the School's Title II ADACoordinator.

Within 10 business days from receiving the Title II ADA Request for Hearing form, the Title II ADACoordinator will acknowledge the request in writing and schedule a time and place for a hearing. Parents/Guardians will be contacted if all parts of the form are not completed. All timelines andprocesses will be stayed until the Request for Hearing form is completed.

Title II ADA Mediation Meeting

Mediation is a less formal method of resolving disputes than a due process hearing. During mediation, parents/guardians and school representatives voluntarily meet with an impartial mediator to resolve disagreements with the school's decisions or actions regarding identification, evaluation, or educational placement of the student. Any agreements reached between the school and theparents/guardians during the mediation process will be set forth in a written mediation agreement.

Mediation is voluntary and both the grievant and school must agree to participate. The grievant may terminate the mediation at any time. If the mediation is terminated without an agreement, the schoolsystem will proceed with the impartial hearing procedures.

Title II ADA Impartial Due Process Hearing Procedures

The School's Title II ADA Coordinator will obtain an impartial review official whowill conduct a hearing within 45 calendar days from the receipt of the grievant's

Request for Hearing unless agreed to otherwise by the grievant or a continuance isgranted by the impartial review official.

1. Upon a showing of good cause by the grievant or school system, the impartial reviewofficial, at his or her discretion, may grant a continuance and set a new hearing date. The request for a continuance must be in writing and copied to the other party.
2. The grievant will have an opportunity to examine the child's educational records priorto the hearing.
3. The grievant will have the opportunity to be represented by legal counsel at his or herown expense at the hearing and participate, speak, examine witnesses, and present information at the hearing. If the grievant is to be represented by legal counsel at the hearing, he or she must inform the Title II ADA Coordinator of that fact in writing atleast 10 calendar days prior to the hearing. Failure to notify the Title II ADA Coordinator in writing of representation by legal counsel shall constitute good cause for continuance of the hearing.
4. The grievant will have the burden of proving any claims he or she may assert. Whenwarranted by circumstances or law, the impartial hearing officer may require DuboisIntegrity Academy to defend its position/decision regarding the claims (i.e. A recipient shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the educationof the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. 34 C.F.R.§104.34). One or more representatives of the school system, who may be an attorney, will attend the hearingto present the evidence and witnesses, respond to the grievant testimony and answer questions posed by the review official.
5. The impartial review official shall not have the power to subpoena witnesses, and thestrict rules of evidence shall not apply to hearings. The impartial review official shallhave the authority to issue pre-hearing instructions, which may include requiring the parties to exchange documents and names of witnesses to be present.
6. The impartial review official shall determine the weight to be given any evidencebased on its reliability and probative value.
7. The hearing shall be closed to the public.
8. The issues of the hearing will be limited to those raised in the written or oral requestfor the hearing.
9. Witnesses will be questioned directly by the party who calls them. Cross- examination of witnesses will be allowed. The impartial review official, at his or herdiscretion, may allow further examination of witnesses or ask questions of the witnesses.
10. Testimony shall be recorded by court reporting or audio recording at the expense ofDuBois Integrity Academy. All documentation related to the hearing shall be retained by DuBois Integrity Academy.

11. Unless otherwise required by law, the impartial review official shall uphold the actionof school system unless the grievant can prove that a preponderance of the evidence supports his or her claim.
12. Failure of the grievant to appear at a scheduled hearing unless prior notification of absence was provided and approved by the impartial review official or just cause isshown shall constitute a waiver of the right to a personal appearance before the impartial review official.

Title II ADA Impartial Due Process Hearing Decision

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

Title II ADA Impartial Due Process Hearing Review

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

DUBOIS INTEGRITY ACADEMY
Title II ADA Complaint Form

DuBois Integrity Academy are committed to complying with Title II ADA of the Rehabilitation Act of 1973 and ensuring that no discrimination on the basis of disability is permitted in the programs or activities that the System operates. If you believe that discrimination has occurred against a student because of a disability, pleasecomplete, sign and submit this form to the System Title II ADA Coordinator.

Date:_____ Complaint made on behalf of: _____

Complainant is ☐ Student:_____

☐ Student's parent(s)/guardian(s): _____

☐ Other:_____

Address:_____City:_____State: _____

Zip: _____

Home Phone:_____Cell Phone: _____

1. Describe the alleged violation of Title II ADA in specific terms. Include: 1) the specific incident or activity that is viewed as discrimination; 2) the individuals involved; 3) dates, times, and locations involved; and 4) thedisability that forms the basis of the complaint (attach additional pages if needed).

2. Describe any communication that has already occurred with respect to the incident. Please specify the type ofcommunication, dates of communication, and names of individuals involved (attach additional pages if needed).

3. Please describe how you propose to resolve this issue (attach additional pages if needed).

For Office Use Only

Date complaint was received: _____

DUBOIS INTEGRITY ACADEMY
Title II ADA Request for Hearing

Student's Name_____Date: _____

Student's Address:_____

Zip Code: _____

Contact Information for Parent or Guardian
Name of Parent or Legal Guardian: _____

Address (if different than student's address): E-mail address:_____

☐ Check here if you want notice of scheduled hearing by e-mail.

Telephone: (All calls will be made between 8 AM and 4:30 PM. Please check the box next to your preferred contact number.)
Home:
Work: Other:

Problem and Proposed Solution to the Described Problem

*Describe the decision that was made by the Title II ADA Team that you disagree with:

_____

_____

_____

*Explain your reasons for wanting the decision to be reviewed:

_____

_____

_____

*Describe your proposed solution to the above problem:

_____

_____

_____

*If more space is needed, attach additional paper.

Signature of Person Completing this Form: _____

Date:

Relationship to Student:

Parent/Legal Guardian:

Other: _____

Note: If you checked "Other", please provide the contact information below.

Other Contact Information

Name: _____

E-mail Address: _____

Address: _____

Zip Code: _____

Telephone: _____

For Office Use Only

Date complaint was received: _____

DuBois Integrity Academy
Principal | Dr. Stephanie Payne
Asst. Principal | Mr. Kenneth Scott
Asst. Principal | Mr. Myron Jones

Administration Office
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info@duboisintegrityacademy.com

Protect Students First Act

A. Definitions

1. "Divisive Concepts" means any of the following concepts, including views espousing such concepts:

a. One race is superior to another race;

b. The United States of America is fundamentally racist;

c. An individual, by virtue of his or her race, is inherently or consciously racist or oppressive toward individuals of other races;

d. An individual should be discriminated against or receive adverse treatment solely or partly because of his or her race;

e. An individual's moral character is inherently determined by his or her race;

f. An individual, solely by virtue of his or her race, bears individual responsibility for actions committed in the past by other individuals of the same race;

g. An individual, solely by virtue of his or her race, should feel anguish, guilt or any other form of psychological distress;

h. Performance-based advancement or the recognition and appreciation of character traits such as hard work ethic are racist or have been advocated for by individuals of a particular race to oppress individuals of another race; or

i. Any other form of race scapegoating or race stereotyping.

2. "Espousing personal political beliefs" means an individual, while performing official duties as part of his or her employment or engagement with a school or local school system, intentionally encouraging or attempting to persuade or indoctrinate a student, school community member, or other school personnel to agree with or advocate for such individual's personal beliefs concerning divisive concepts.

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Protect Students First Act (continued)

3. "Race scapegoating" means assigning fault or blame to a race, or to an individual of a particular race because of his or her race. Such term includes, but is not limited to, any claim that an individual of a particular race, consciously and by virtue of his or her race, is inherently racist or is inherently inclined to oppress individuals of other races.

4. "Race stereotyping" means ascribing character traits, values, moral or ethical codes, status, or beliefs to an individual because of his or her race.

B. State Requirements

1. The Fulton County Board of Education, the superintendent, and the governing body of each charter school shall prohibit an employee from discriminating against students and other employees based on race.

2. The Fulton County Board of Education, the superintendent, and the governing body of each charter school shall ensure that curricula and training programs encourage employees and students to practice tolerance and mutual respect and to refrain from judging others based on race.

3. The district and schools may provide curricula or training programs that foster learning and workplace environments where all students, employees, and school community members are respected; provided, however, that any curriculum, classroom instruction, or mandatory training program, whether delivered or facilitated by school personnel or a third party engaged by a school or local school system, shall not advocate for divisive concepts.

4. Nothing in this policy shall be construed or applied to:

a. Inhibit or violate the rights protected by the Constitutions of Georgia and the United States of America or undermine intellectual freedom and free expression;

b. Infringe upon the intellectual vitality of students and employees of local boards of education, local school systems or other schools;

c. Prohibit a local board of education, local school system, or other school from promoting concepts such as tolerance, mutual respect, cultural sensitivity, or cultural competency; provided, however, that such efforts do not conflict with the requirements of Code section 20-1-11 and other applicable laws;

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Protect Students First Act (continued)

d. Prohibit a school administrator, teacher or other school personnel, or an individual facilitating a training program from responding in a professionally and academically appropriate manner and without espousing personal political beliefs to questions regarding specific divisive concepts raised by students, school community members or participants in a training program;

e. Prohibit the discussion of divisive concepts, as part of a larger course of instruction, in a professionally and academically appropriate manner and without espousing personal political beliefs;

f. Prohibit the full and rigorous implementation of locally approved curriculum linked to Georgia Standards of Excellence, Advanced Placement, International Baccalaureate Diploma Program, dual enrollment coursework, or elements of such curricula; provided, however, that such implementation is done in a professionally and academically appropriate manner and without espousing personal political beliefs;

g. Prohibit the use of curricula that addresses the topics of slavery, racial oppression, racial segregation, or racial discrimination, including topics relating to the enactment and enforcement of laws resulting in racial oppression, segregation, and discrimination in a professionally and academically appropriate manner and without espousing personal political beliefs;

h. Create any right or benefit, substantive or procedural, enforceable at law or in equity, by any party against a local board of education, local school system, or other school, or the departments, agencies, entities, officers, employees, agents, or any other personnel affiliated with such local board of education, local school system, or other school; or

i. Prohibit a state or federal court or agency of competent jurisdiction from ordering training or other remedial action that discusses divisive concepts due to a finding of discrimination, including discrimination based on race.

C. Complaint Resolution Process

The following complaint resolution process will be used to address complaints alleging violations of any provision of the subsections listed in this policy. The complaint resolution process shall provide that:

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Protect Students First Act (continued)

1. A school or the district is not required to respond to a complaint made pursuant to this policy unless it is made by:

a. A parent or legal guardian of a student enrolled at the school where the alleged violation occurred;

b. A student who has reached the age of majority or is a lawfully emancipated minor who is enrolled at the school where the alleged violation occurred; or

c. An individual employed as a school administrator, teacher, or other personnel at the school where the alleged violation occurred;

2. The complaint shall first be submitted in writing to the principal of the school where the alleged violation occurred;

3. The complaint shall provide a reasonably detailed description of the alleged violation;

4. Within five (5) school days of receiving the complaint; the school principal or designee shall review the complaint and take reasonable steps to investigate the allegations contained in the complaint;

5. Within ten (10) school days of receiving the complaint, the school principal or designee shall confer with the complainant;
a. The school principal or designee shall inform the complainant whether a violation occurred, in whole or in part;

b. If a violation occurred, in whole or in part, the school principal or designee shall inform the complainant of what remedial steps have been taken or will be taken; provided that the confidentiality of student or personnel information shall not be violated;

c. Another schedule may be mutually agreed upon by the complainant and the school principal or designee regarding this ten (10) days response limit.

6. Following such conference, within three (3) school days of a request by the complainant, the school principal or designee of the school, charter school or district shall provide to the complainant:
a. A written summary of the findings of the investigation, and

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Protect Students First Act (continued)

b. A statement of remedial measures, if any, provided, however, that such written response shall not disclose any confidential student or personnel information.

7. The determinations provided above shall be reviewed by the local superintendent or designee, or the governing body of a state charter school, as applicable, within ten (10) school days of receiving a written request for such review by the complainant addressed to the superintendent/designee or local governing body of a state charter school; provided, however, that confidential student or personnel information shall not be subject to review pursuant to this paragraph;

a. The decision of the local superintendent/designee following the review provided for in the above subparagraph 6 above shall be subject, within a reasonable length of time, to review by the local board of education as provided for in Code Section 20-2-1160; provided, however, that confidential student or personnel information shall not be subject to review pursuant to this subparagraph.

b. The decision of the governing body of a state charter school following the review provided for in paragraph 6 above shall be subject to review within in a reasonable length of time by the State Charter Schools Commission, whereupon the State Charter Schools Commission shall take appropriate remedial measures, including, but not limited to, revocation of a state charter school's charter; provided, however that confidential student or personnel information shall not be subject to review pursuant to this subparagraph.

8. Following a decision by a local board of education regarding a complaint made, any party listed in the original complaint (complainant, employee who allegedly committed the violation) who is aggrieved by the decision of the local board of education shall have the right to appeal such decision to the Georgia State Board of Education for a hearing as provided in Code Section 202-1160.

9. The Georgia State Board of Education shall, after hearing an appeal brought pursuant to Section C paragraph 8 above, make written findings regarding whether any violations, in whole or in part, of the provisions of this policy occurred at a school in such school system.

a. If the State Board of Education finds that one or more of such violations occurred, it shall direct the Georgia Department of Education to develop a corrective action plan to be provided to the local school system within ten (10)

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Protect Students First Act (continued)

calendar days of such finding. The local school system shall have 30 calendar days to implement the corrective action plan.

b. If the Georgia State Board of Education finds that such local school system has not implemented the corrective action plan; in cases where the local school system at issue has been granted one or more waivers as provided in Article 4 of Chapter 2 of this title, Code Section 20-2-244, or Code Section 20-2-2065, the State Board of Education shall order the immediate suspension of one or more waivers included in the local school system's contract with the State Board of Education for such waivers;

i. The State Board of Education shall exercise discretion in determining which waivers shall be subject to such order of suspension and shall, as may be reasonable and practicable, narrowly tailor such order to address specific violations of provisions contained in this policy; and

ii. An order suspending a local school system's waivers shall be in effect no less than twelve (12) months from the date of such order. If a local school system's contract with the State Board of Education providing for such waivers is greater than twelve (12) months, then no longer than such remainder;

c. If the Georgia State Board of Education finds that such local school system has not implemented the corrective action plan; in cases where the local school system has not been granted a waiver, the State Board of Education shall refer the matter to the State School Superintendent to determine whether to exercise his or her suspension authority as provided in Code Section 20-2-4.

10. Nothing in this policy shall be construed to prohibit any cause of action available at law or in equity to a complainant who is aggrieved by a decision of a local board of education, the governing body of a charter school, or the State Charter Schools Commission.

D. Records Request

1. Any individual described in this operating guideline shall have the right at any time, including prior to filing a complaint, to request, in writing, from the local

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Protect Students First Act (continued)

school superintendent or school principal non confidential records which he or she reasonably believes may substantiate a complaint under this policy. The local school superintendent or school principal shall produce such records for inspection within a reasonable amount of time not to exceed three business days of receipt of a request.

2. In those instances where some, but not all, of the records requested are available for inspection within three business days, the local school superintendent or school principal shall make available within that period such records that are available for inspection.

3. In any instance where some or all of such records are unavailable within three business days of receipt of the request, and such information exists, the local school superintendent or school principal shall, within such time period, provide the requester with a description of such records and a timeline for when the records will be available for inspection and shall provide the records or access thereto as soon as practicable but in no case later than 30 days after receipt of the request.

4. If the local school superintendent or school principal denies a parent's request for records or does not provide existing responsive records within 30 days, the parent may appeal such denial or failure to respond to the local board of education or charter school governing board. The local board of education or charter school governing board must place such appeal on the agenda for its next public meeting. If it is too late for such appeal to appear on the next meeting's agenda, the appeal must be included on the agenda for the subsequent meeting.

5. Nothing in this subsection shall be construed to prohibit any cause of action available at law or in equity to a parent who is aggrieved by a decision of a local board of education or the governing body of a charter school made pursuant to this policy.]

DuBOIS INTEGRITY ACADEMY
Riverdale, Georgia