



**GFACS Student & Family Handbook**

**2023-2024**

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# INTRODUCTION

## ABOUT GEORGIA FUGEES ACADEMY CHARTER SCHOOL

The mission of Georgia Fugees Academy Charter School (GFACS) is to level the playing field for refugee and new American students by empowering them to become independent thinkers, high-achieving scholars, and productive citizens. As a school committed to meeting the needs of refugee and new American students, GFACS will provide a unique schooling environment that provides rigorous academic support designed to promote English language acquisition and proficiency. The Fugees approach is holistic, trauma-informed and will empower students with confidence and socio-emotional skills to navigate a new culture and country. The Fugees community is wholly invested in each student through high school graduation and onto career or college and beyond.

GFACS will embrace a holistic program of supports that integrates arts, soccer, and cultural pride with rigorous academic expectations, trauma-informed care, and a culturally relevant approach. GFACS is the first charter school in the country to offer this approach through partnership with Fugees Family as the Educational Service Provider (ESP). The innovative model is meaningful to a Board composed of refugees, volunteers, and professionals in the refugee community, as well as, community members who are committed to the success of their newly arrived neighbors.

GFACS will implement the Fugees Academy model of education. The founder of the school, Luma Mufleh, has been internationally recognized for the innovative approach to education that provides new American students with culturally relevant, individualized academic support. This holistic approach to trauma-informed education empowers students with personal support so that they begin to independently navigate their new realities. GFACS is proud to be the first charter school to provide access to this model, and will do so for a large number of students in order to meet the significant local need.

Through the partnership with the non-profit, Fugees Family, GFACS will be positioned to leverage the experience and expertise of an entity that has successfully operated as the only high-performing school for refugees in the nation and meet the commission's mission of providing students with better educational opportunities than they would otherwise receive in the traditional district school.

# GEORGIA FUGEES ACADEMY CHARTER SCHOOL MODEL OVERVIEW

GFACS will be a community-based school designed to meet the needs of refugee and new American students through holistic English language acquisition, wrap-around services, foundational skill study, culturally relevant curriculum, arts programming, and soccer participation. Every student works as a team member on and off the field to bridge any gaps in formal schooling and to graduate.

The Fugees model, which will be adopted at GFACS through a partnership with Fugees Family, a non-profit organization, is rooted in a philosophy of education that is influenced by developmental psychology, principles of trauma-informed care, research on effective, rapid language acquisition, and the concepts of backwards design and universal design for learning – all research-based paradigms proved to be critical to the short- and long-term outcomes of newly arrived students from other countries. Because the Fugees Academy model of education has shown consistent success in facilitating atypical academic growth for refugee students in Georgia and Ohio the Fugees Family will be a critical partner to GFACS. In order to fully implement this model with fidelity, the Fugees Family will provide model implementation, professional development, curriculum development and support, teacher & leader recruitment and training, and back-office support (like accounting and operational management) under the oversight of the GFACS Board.

## **The core pillars of the Fugees model are:**

- Integration of soccer for all students
- Relational, trauma-informed approach to schooling (Shafer, 2018)
- Holistic English acquisition
- Scaffolded, Data-Driven, Small Group Instruction
- Year-Round Programming

The Fugees model differs from other educational programs for refugee and English Language Learners (ELL) by implementing this specific suite of learner-focussed structure, which is based on research and has proved results for the campuses in which it has already been implemented. Rather than offer a general education program with supplements to support EL learners, the entire program is constructed around the needs of EL students with a specific focus on those ELLs who have recently arrived and may have experienced trauma prior to or during their migration. A basic tenet of the Fugees family model is that refugee children may have different needs than their American-born peers; by tailoring the approach to those needs differently, the Fugees model produces atypical growth in this population that often under-performs in other school settings.

## GEORGIA FUGEES ACADEMY CHARTER SCHOOL BOARD OF DIRECTORS

The Georgia Fugees Academy Charter School (GFACS) was founded by a local, non-profit board that is committed to the success of our local refugee and English learner communities. This board includes local representatives with experience and connections to the refugee community, experts who participated in the founding and replication of the Fugees Academy, and diverse local stakeholders with a variety of skills critical to the establishment and effective operation of this school. The local founding board is committed to making the Fugees approach to education available to a larger number of the new American community in Clarkston and surrounding neighborhoods and, as such, is committed to opening a Fugees charter school.

These members include:

- **Ed Lindsey**, Attorney, Dentons, LLP. - Board Chair
- **Brie Murray**, Special Advisor - Board Treasurer
- **Christina Ottis**, Public Health Analyst, CDC
- **Diana Fleming**, Marketing and Development Volunteer, Fugees Academy - Ex Officio
- **Marni Mohr**, Former Director of School Relationships, KIPP Foundation
- **Ron Abercrombie**, Retired Associate Professor, Emory University Dept. of Physiology - Vice Chair
- **Shilpi Laskar**, VP of Volunteers for Parents Association, Westminster Schools - Secretary

The GFACS founding board members have collaborated with the Fugees Family to create the plan for the school and the board will oversee the effective operation and high performance of the school throughout its operation. Through partnership with the Fugees Family, a non-profit that provides education services and model consultation for schools that serve refugee students, the GFACS board is uniquely positioned to offer a distinctive charter school that meets the needs of one of the most underserved and growing populations in Georgia. The board has demonstrated its commitment to the success of GFACS through retention of external support to devise the school model and align the budget with the vision for the school, research on local schools to affirm the need, outreach to the community to determine needs, and participation in trainings to better understand the charter process. William Chester, the school leader, will be an ex-officio member and will lead the school under the governance of the school board.

Parents are encouraged to attend monthly Board meetings, which do allow time for community input. On certain occasions, the Board announces private “executive session” meetings when it needs to discuss matters pertaining to specific persons, real estate negotiations, or legal affairs.

## A LETTER TO STUDENTS AND FAMILIES FROM FUGEES FAMILY

Dear Students and Families,

In 2004, the Fugees Family started as a soccer team. As the coach, I told my students that it was important for them to do well in school, to get good grades. I saw that my players were not all doing this, so I said the whole team had to come to tutoring sessions. I thought maybe they just needed a quiet place to do their homework and a little bit of help with the harder assignments.

Lewis, one of my Sudanese players, often asked me to read his assignments to him because he had a headache. He seemed like a smart kid and got all A's and B's, so I figured it couldn't hurt. Then one day I told him that I had a headache too and that I wanted *him* to read to *me*. He was quiet for a while and then looked at me and said, "Coach, I can't read. "

I couldn't believe it, but it was true. Lewis was 14 years old, but he had never really gone to school before coming to America. He was smart and well-behaved, but he had never learned to read. Nobody had taught him. Lewis's teachers were giving him good grades, but he was not getting an education.

I realized my players needed more than just a place to do homework; they needed a school where they could learn, with teachers who knew how to teach them.

The following year, I pulled Lewis out of public school along with 6 of his teammates and started the Fugees Academy. With teachers who paid attention to him (and gave him grades that reflected how he was truly doing) and his own hard work, Lewis learned to read, and a whole lot more.

At the end of Lewis's three years at the Fugees academy (it was only a middle school at the time), Lewis took the magical journey to Hogwarts by reading the Harry Potter series. Lewis was the inspiration behind the school. But every single student who has come through our doors has helped to shape our direction, our mission, and our vision for the future. We are still a team, but now we are also a school that values your individual growth and development as much as we value your work on the field.

I am looking forward to a great school year. With over 200 students enrolled and over five classes that have graduated, we are set to make Fugees Academy history. I take PRIDE in being your coach. I trust that you will take PRIDE every day in being a Fugees Academy student.

I have pushed myself to create opportunities for you and to hire the best teachers I can find. Now it's your turn. How far will you push yourself this year?

Coach Luma

## GEORGIA FUGEES ACADEMY CHARTER SCHOOL PHILOSOPHY

Georgia Fugees Academy Charter School Inc. (GFACS) is a non-profit organization devoted to working with refugee and new American students, empowering them to integrate successfully into their new country by providing the support and structure they need to realize their vast potential.

GFACS is a public charter school that serves middle and high school students, emphasizing the academic and character development of student-athletes. Through small classes, high expectations, and targeted instruction, GFACS empowers the most vulnerable of students—refugee and low-income—to become independent thinkers and high-achieving scholars. Working as a team both on and off the field, members of the GFACS community strive to support each other while working to achieve individual goals. It is our belief that this team mindset nurtures and prepares young adults who will be the next generation of international and community leaders.

## GEORGIA FUGEES ACADEMY CHARTER SCHOOL CREED

Students at GFACS are responsible for learning the GFACS creed:

<b>P</b>	<b>PERSEVERANCE</b> In the face of challenge, I keep trying; I work harder, smarter, and more creatively; I do not give up.
<b>R</b>	<b>RESPECT</b> I treat myself, my work, my peers, and my teachers with respect.
<b>I</b>	<b>INTEGRITY</b> I am person of my word; I believe in the value of honesty.
<b>D</b>	<b>DEDICATION</b> On and off the field, I am committed to helping my teammates achieve success.
<b>E</b>	<b>EXCELLENCE</b> I push myself to do my best and to serve a as an example for my community.



# SCHOOL DIRECTORY

## Administrators

- **School Office:** 678.201.0451 [admin@fugeesacademy.org](mailto:admin@fugeesacademy.org)
- **Principal:** William Chester [william@fugeesacademy.org](mailto:william@fugeesacademy.org)
- **Vice Principal:** Kim Chung [kimc@fugeesacademy.org](mailto:kimc@fugeesacademy.org)
- **Dean of Students:** Raphael Mulemba [raphael@fugeesacademy.org](mailto:raphael@fugeesacademy.org)
- **Operations Manager:** Ashley Green [ashleyg@fugeesacademy.org](mailto:ashleyg@fugeesacademy.org)
- **Family Support & Engagement** Nickwenscia Joseph [nickwenscia@fugeesacademy.org](mailto:nickwenscia@fugeesacademy.org)
- **Administrative Assistant** Ebeneze Johnson [ebeneze@fugeesacademy.org](mailto:ebeneze@fugeesacademy.org)

## Teachers and Staff

- **Middle and High School Art Teacher** Brianna Adams [brianna@fugeesacademy.org](mailto:brianna@fugeesacademy.org)
- **Coach** Zufan Bazanno [zufan@fugeesacademy.org](mailto:zufan@fugeesacademy.org)
- **Middle and High School Music Teacher** Gladys Belle [gladys@fugeesacademy.org](mailto:gladys@fugeesacademy.org)
- **High School Science Teacher** Kavita Chaudhary [kavita@fugeesacademy.org](mailto:kavita@fugeesacademy.org)
- **Middle School Math Teacher** Miracle Durham-Davis [miracle@fugeesacademy.org](mailto:miracle@fugeesacademy.org)
- **After School Program Coordinator** Auburne Edwards [auburne@fugeesacademy.org](mailto:auburne@fugeesacademy.org)
- **Middle School Math Teacher** Fana Fikreyesus [fana@fugeesacademy.org](mailto:fana@fugeesacademy.org)
- **Coach** Ali Ghbis [ali@fugeesacademy.org](mailto:ali@fugeesacademy.org)
- **High School English Teacher** Patray Morris [patray@fugeesacademy.org](mailto:patray@fugeesacademy.org)
- **Coach** Isaac Page [isaac@fugeesacademy.org](mailto:isaac@fugeesacademy.org)
- **Middle School English Teacher** Amy Popp [amyp@fugeesacademy.org](mailto:amyp@fugeesacademy.org)
- **Middle School English Teacher** Donna Przeluski [donna@fugeesacademy.org](mailto:donna@fugeesacademy.org)
- **Career & College Counselor** Abdul Roux [abdul@fugeesacademy.org](mailto:abdul@fugeesacademy.org)
- **Martial Arts Teacher** Colt Savard [colt@fugeesacademy.org](mailto:colt@fugeesacademy.org)
- **High School Math Teacher** Dickson Wangui [dickson@fugeesacademy.org](mailto:dickson@fugeesacademy.org)
- **Special Ed Coordinator** Jovan Weatherly [jovan@fugeesacademy.org](mailto:jovan@fugeesacademy.org)
- **Yoga Teacher** Diestene Williams [diestene@fugeesacademy.org](mailto:diestene@fugeesacademy.org)
- **Transportation Supervisor** Joseph Yearby [joseph@fugeesacademy.org](mailto:joseph@fugeesacademy.org)

# HOUSEHOLD COMMUNICATION

## GENERAL COMMUNICATION

Communication between the school and students' families is very important at GFACS. Students do better in school when their families know what is going on at school. The school will make every effort to send short, clear notes home about important information. Students are responsible for making sure their parents or caregivers understand these notes. If a parent or guardian has a question about school, he or she should call the school office to set up a good time to meet.

Fugees Academy uses WhatsApp to send messages to families from the school office. Voice calls, text messages, audio messages, and emails will be sent to the phone numbers and email addresses provided and verified with student registration. If any of this information changes, please contact the school office to update it.

## ASSISTANCE FOR FAMILIES AND HOUSE ADVISOR

When life at home is going well, children do better in school. Every student at GFACS has a "point person" on staff at GFACS – their house advisor – who is available to help students' families manage some of the challenges of life in a new country. Students and parents/guardians will meet their "point person" at the beginning of the school year. These are some (but not all) of the reasons a family member can contact their Fugees House Advisor:

- Any question about how a child is doing in school;
- Paperwork or questions about the immigration process;
- Need help finding a job;
- Need help making or getting to medical appointments;
- Need help with food stamps

The House Advisor will do his or her best to help students and parents/guardians, usually through referral to partner organizations who specialize in specific support. However, she or he will NOT:

- Give money or accept money for any reason
- Promise a job
- Give a ride
- Help with school issues for Fugees-aged children who do not attend GFACS
- Help friends or family members who do not live in the student's home

## **SCHOOL CLOSINGS OR EARLY DISMISSAL:**

If the decision is made to delay the start of day, close school, or dismiss early, Fugees will make every effort to notify parents, guardians, caregivers, employees, and the community as soon as possible. Whenever possible, the decision to delay or close school for the day is made prior to 6:00 a.m. before morning bus routes begin.

In the rare event that the school needs to dismiss early, messages will be sent out, including texts, emails, and phone calls, as soon as possible to notify parents, guardians, caregivers, employees, and the community.

These messages will be sent via WhatsApp to the phone numbers and email addresses on file.

# **CALENDAR, HOURS, & ATTENDANCE**

## **OPERATING SCHEDULE**

The school day begins at 8:00 AM, and the final class ends at 3:30 PM every day, Monday through Friday. After School programs begin at 4:00 PM and end at 5:30 PM, Monday through Thursday. The schedule for soccer games and other community activities will be announced each week.

### **ARRIVAL**

Students may arrive at GFACS at 7:45 AM in order to meet with teachers for extra help. If students arrive at school early and are not meeting with a teacher, they will be required to wait in a designated area.

### **DISMISSAL**

Students will be excused as a group at 3:25 PM. If a student has detention, they will go straight to where detention is being held. Otherwise, students will go to either the after-school program or practice, depending on the day. Students are not permitted to stay in classroom areas after dismissal unless they are serving detention or working with a teacher.

### **AFTER SCHOOL PROGRAM**

All GFACS students participate in afterschool programs every Monday-Thursday. After-school programs are considered part of the school day, and all school rules apply. On practice days, students must be at the field, dressed for practice promptly at 4:00.

### **SUMMER TERM**

The GFACS summer program is an essential part of the Fugees educational program. Participation in the summer program provides students with a summer camp experience that includes opportunities to continue progressing with English and math. For some high school students, the summer term also pairs them with employment opportunities, college classes, or other experiences to prepare for life after graduation.

## ATTENDANCE POLICY

Students are expected to do their best to attend school every day. Attending school consistently is a very important part of student success. If a student misses **more than ten days in a single school year**, the student may not be prepared for promotion to the next grade.

	<b>EXCUSED UNEXCUSED</b>
3 absences	<ol style="list-style-type: none"> <li>1. Phone call with parent or guardian</li> <li>2. Future absences require medical or other formal excuse to be excused</li> <li>3. Detention</li> </ol>
5 absences	<ol style="list-style-type: none"> <li>1. Phone call with parent or guardian</li> <li>2. Meeting with parent or guardian, student, and the Student Attendance Committee</li> <li>3. Future absences require medical or other formal excuse to be excused</li> <li>4. Letter home including copy of Compulsory Attendance Law via certified mail</li> <li>5. In-School Suspension</li> </ol>
7 absences	<ol style="list-style-type: none"> <li>1. Meeting with parent or guardian, student, and the Student Attendance Committee</li> <li>2. Letter home including copy of Compulsory Attendance Law via certified mail</li> <li>3. Letter home to notify students and parents or guardians that they have only three unexcused absences remaining prior to violating the attendance requirements contained in subsection (a.1) of O.C.G.A. 40-5-22.</li> <li>4. Future absences require medical or other formal excuse to be excused</li> <li>5. In-School Suspension</li> </ol>
10 absences	<ol style="list-style-type: none"> <li>1. Meeting with parent or guardian, student, and the Student Attendance Committee</li> <li>2. School will file truancy or educational neglect petition with the local county juvenile court</li> <li>3. Letter home including copy of Compulsory Attendance Law via certified mail</li> <li>4. Future absences require medical or other formal excuse to be excused</li> <li>5. Student may not be ready for promotion to next grade</li> </ol>

[GaDoe Attendance Policy](#)

### MAKE-UP WORK

If a student is absent one day, they have one day to make up the work. If a student is absent for two days, they have two days to make up the work. For absences longer than five days, work with the school leader to come up with a timeline for turning in make-up work.

**Students are required to make up the work they miss when absent.** Students may earn credit for make-up work only when the absence is excused.

## EXCUSED ABSENCES

1. Personal illness with a note from home
2. Death or serious illness in immediate family
3. First day of recognized religious holiday
4. Absences caused by order of government
5. Inclement weather or dangerous conditions
6. Voter registration or voting in a public election;  
not to exceed one day per school year
7. Immigration appointments

Transportation issues are NOT excused.

When a student is absent, a parent or guardian must communicate with the school in person or in writing. The communication should clearly state the reason(s) for the absence.

## COMMUNICATION ABOUT ABSENCES

When a student is absent, a student or parent or guardian must communicate via phone or email with the school **BEFORE 8:00 a.m.** When communicating with the school, be sure to include your first and last name, your cohort, the date, and the exact reason why you will be absent.

Call	(678) 201-0451
Email	admin@fugeesacademy.org

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.

If a student will be absent for more than **three days in a row**, a doctor's note or some other formal documentation is required. If a student has missed more than **five days**, each additional absence requires a doctor's note or formal documentation to be excused.

Excuses related to medical appointments must be accompanied by documentation from a medical professional.

**TO BE COUNTED AS AN EXCUSED ABSENCE OR TARDY, EXCUSE NOTES FROM PARENT, GUARDIAN, DOCTOR, OR ANY OTHER DOCUMENTATION MUST BE TURNED IN WITHIN 3 SCHOOL DAYS OF THE ABSENCE.**

## **OUT OF SCHOOL SUSPENSION PROCEDURE**

When a student misses school because of out-of-school suspension, it will not count as an unexcused absence.

### **FOR STUDENTS WITH PERMISSION TO DRIVE TO SCHOOL:**

Driving to school is a privilege for those who have demonstrated responsibility and trustworthiness. We expect you to arrive at school on time each and every day. Three unexcused absences or tardies will result in losing the privilege of driving to school for the remainder of the school year.

## **TRUANCY**

Students who have five or more absences in a single school year shall be considered truant. Besides disrupting the student's education, truancy can lead to a referral to the legal system and denial of driver's licenses. It is important for each student to be in school every day.

## **ILLNESS OR INJURY DURING THE SCHOOL DAY**

If a student is injured or becomes ill at school, the school nurse or other staff member will provide first aid or general care and contact the parent or guardian. If we are unable to reach the parent or guardian, we will attempt to contact emergency contact next. In extreme situations, as needed, we will contact 911.

## **EARLY DISMISSAL PROCEDURES**

If a student needs to leave school early for any reason, they are required to be signed out by a parent or guardian. Students are responsible for making up any work missed as a result of leaving early. Students who are 18 years or older are not automatically allowed to check themselves out of school for early dismissal. Consult with the school operations manager for more information. Early dismissal may be counted toward absence. Be mindful that students sign out early only when necessary.

# GENERAL POLICIES

## ENROLLMENT PROCEDURES

GFACS has a state-wide attendance zone. To be eligible for enrollment at GFACS, students residing in the attendance zone must submit a timely application in accordance with the deadline set by GFACS. Each application will be marked with the date and time that it was submitted. If the number of timely applicants received exceeds the capacity of the program, class, grade level, or building, we will ensure that applicants have an equal chance of being admitted through a random selection process (see section titled: Lottery Procedures). An application must be submitted for each student seeking enrollment (including siblings).

## LOTTERY PROCEDURES

GFACS conducts a lottery if it receives more applications for enrollment than there are available spaces. The determination of available spaces is grade-specific and consistent with the GFACS charter contract. After available spots are filled, students will be placed on a waitlist in the order their applications are selected in the lottery and as indicated by the sibling preference.

The only enrollment preference that GFACS will employ is for siblings of students enrolled in GFACS.

Although at least one-third of the board will identify as members of the refugee community, and staff will be recruited from the community with an eye toward the value of the community's representation on the school's staff in student performance and outcomes, a priority for staff of board members could inadvertently provide preference to students who are not part of the target population. Therefore, outside of the sibling preference, the school will utilize a weighted lottery and targeted recruitment to ensure the population for which the school is designed will have first access. In order to prioritize enrollment of students from a low-income, English Language Learner designation, GFACS will leverage the weighted lottery option provided through HB474 to provide weight to any application which notes the applicant qualifies both for free meals and English Learner services. Applicants will have the option of marking their eligibility for this weighted lottery by responding that a student is eligible for English Learner services and the family is eligible for free and/or reduced meals. Families who mark they are eligible for both programs will be given a weight of at least five for every one application from families who are eligible for only one of the programs and/or are ineligible for both. By providing such weight to applicants who are both low-income and English Learners, GFACS will be poised to serve some of the most underserved students in the state.



## PRE- AND RE-ENROLLMENT

Starting in January of each school year, families will be asked to communicate their intention to re-enroll and/or enroll eligible siblings (who receive first enrollment preference) for the subsequent school year. All re-enrollment and pre-enrollment paperwork for the returning student and/or siblings/dependents of staff and board members must be completed by February 1.

## OPEN ENROLLMENT

Starting February 1, the school leader will determine the number of available seats that remain in each grade level served for the subsequent year. Open enrollment for students will take place from February 1 through March 30. Applications received during this time will be date and time stamped and logged into the application system. Applicants will receive a receipt for their application with their randomly assigned lottery number printed on the receipt for each application.

In accordance with O.C.G.A. § 20-2-2066(a)(1)(A), the Charter School plans to implement a weighted lottery.

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

SCSC agrees to review and consider revisions to this provision to confirm its efficacy based on the Petitioner's current student enrollment.

If, by April 1, the number of applications exceeds the number of available seats, applicants will be admitted through a random lottery process, which will be administered by an impartial party (an outside vendor TBD) by the end of the first week of April. The weighted lottery will be used to provide students who are both low-income and Limited English proficiency a weight of at least five to one in the lottery (parents will be asked to verify this eligibility with a free/reduced lunch form and home language questionnaire and/or LEP program documents when they complete enrollment paperwork. Any families who were not eligible for the weight but given it will be moved to the end of the waiting list).

The randomly assigned numbers will be chosen and recorded in the order selected. The school will then reach out to each family selected by phone and/or hard copy via mail to confirm the student's acceptance or position on the waitlist.

**Families have three days from the date of notification to accept or decline the spot for their student(s).** If a family does not confirm acceptance of the offer within 3 days, the student will be placed at the end of the waitlist and the next student on the waitlist will be invited to join us.

The school leader will notify families on the waitlist, in the order their number was selected, to fill any vacancies that arise. Should the waitlist be expended, applicants thereafter will receive access to available seats in the order their applications were received.

**Families will then have until June 1 to complete all enrollment paperwork.** If a student has been accepted, but has not turned in all enrollment paperwork by June 1, they may lose their spot and be moved to the end of the waitlist.

Interpreter services will be used to support the application, lottery notification, and enrollment/waitlist communications to serve the diversity of the target population.

## **REGISTRATION PROCEDURES**

When a student decides to enroll with GFACS, a student must complete additional documentation that will be provided by the business office, such as:

- New Student Acceptance Form
- Student Enrollment Form
- Home Language Survey
- Free/Reduced Lunch Application
- Medical Requirements Checklist
- Health Information Form

- Emergency Consent Form
- Authorization to Dispense Medication Form, as needed

Students will be asked to provide a:

- Withdrawal form from the last school attended
- Current transcript

Registration can occur at any time of the year until all spots are filled.

Upon registration, the business office maintains a student personal file on every child accepted into GFACS. It must contain copies of personal documents including:

- Birth Certificate and/or Green Card (please bring original document)
- Social Security Card (please bring original document) or individual registering student shall complete and sign a form stating the individual does not wish to provide the social security number
- Form 3300 (Certificate of Eye, Ear, Dental Exam) dated within the last 12 months
- Form 3231 (Certificate of Immunization) dated within the last 12 months
- I-94 Form
- Copy of Insurance Card
- Parent/Guardian picture identification (valid--not expired)
- Proof of Residence (two current utility bills such as gas, electric, water OR a lease and (1) utility bill)
- Current withdrawal form (sealed or stamped), if applicable and report card
- Affidavit of Residency (signed by homeowner and notarize), if you own a home, rather than rent
- Child's Passport, if applicable
- EIP Form or 504 Documents, if applicable (required if you have it)
- Gifted (TAG) Documentation, if applicable (required if you have it)
- High Achiever Documentation, if applicable
- Special Health Concerns, if applicable
- State Standardized Test Scores, if applicable
- Custody Legal Documents, if applicable
- Kinship Caregiver Affidavits, if applicable
- Grandparent Affidavit, if applicable

All student information given to GFACS must remain current. Please notify the office immediately of any changes. In the event of the school closing, all records are placed in inaccessible storage.

GFACS adheres to O.C.G.A. § 20-2-771 outlining requirements of immunization for elementary and secondary students. Georgia law requires that every student enrolled in a Georgia public school must be immunized according to the rules and regulations established by the Georgia Department of Public Health. A Certificate of Immunization (Form 3231) must be on file. A Georgia physician or health clinic must complete the certificate. Students who do not provide the school with an approved certificate will not be allowed to remain in school. A child enrolling in a Georgia school for

the first time AT ANY GRADE LEVEL must be age-appropriately immunized with all required vaccines. In addition, those students entering a Georgia public school for the first time must provide a Certificate of Eye, Ear and Dental Examination (Form 3300) at enrollment. Effective July 1, 2014, children born on or after January 1, 2002 who are attending 7th grade and for new entrants into a Georgia school grades 8th through 12th must have received a dose of Tdap (tetanus, diphtheria, pertussis) vaccine and one dose of meningococcal conjugate vaccine.

In accordance with O.C.G.A. § 20-2-771(e), an Affidavit of Religious Objection to Immunization form, or a Georgia Form 3231, with each medical exemption verified by your student's physician may be completed and submitted to the school, if applicable, in place of current Immunization records. Please see the School Leader for more information.

## **PARENTS' RIGHT TO KNOW**

In compliance with the requirements of the Every Students Succeeds Act, we would like to inform you that you may request information about the professional qualifications of your student's teacher(s) and/ or paraprofessional(s).

The following information may be requested:

- Whether the student's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
  - is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
  - And is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications. If you would like to receive this information, feel free to contact the Fugees Family Director of Human Resources: [ahmad@fugeesfamily.org](mailto:ahmad@fugeesfamily.org)

## **HOMELESS CHILDREN & YOUTH**

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

1. Children and youth who are forced to share the housing of other persons due to the loss of housing, economic hardship, or a similar reason; live in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; live in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
2. Children and youth who have a primary nighttime residence that is not designed for or ordinarily used as regular sleeping accommodation for human beings;
3. Children and youth who live in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or,

4. Migratory children are considered homeless when they are living in circumstances set forth in items 1, 2 and 3.
5. Unaccompanied Youth are students who are not in the physical custody of a parent/guardian and are living in a homeless situation.

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

## **WITHDRAWAL PROCEDURES**

Parents or guardians of students that are not planning to return to GFACS the following school year, should note this on the Commitment forms that are submitted in January. Withdrawal paperwork, including the withdrawal document request form, will be available after the last day of school.

Only a parent or guardian can withdraw a student from GFACS. The parent or guardian would meet with the Dean of Students or a school leader prior to the withdrawal. If the family would still like to withdraw, the operations manager will print the withdrawal form indicating the student's name, date of birth, sex, years of enrollment at GFACS including the grade, the date of withdrawal, and the reason. The parent or guardian, student, and Dean of Students or school leader must sign the withdrawal form.

The withdrawal form may be taken to the school the student will attend the following year for records requests and GFACS will assist the receiving school in making the transition to the new school. Such assistance will include, but not be limited to, evaluation of work completed, credits earned, tests completed, attendance, records transfer and other pertinent information. A copy of the withdrawal form will be put in the student's records folder at GFACS.

If a student is an unemancipated minor who is older than the age of mandatory attendance as required in O.C.G.A. § 20-2-690.1(a) and who has not completed all requirements for a high school diploma, and wishes to withdraw from school, the student must have the written permission of his or her parent or legal guardian prior to withdrawing and a conference must be held with the school principal or designee. With no proof of enrollment in another school, other LEA, private school, or home study program, a student shall be withdrawn from a school after 10 consecutive unexcused

absences or when the LEA provides documentation validating the student no longer resides in the school's attendance zone. A student who is not in attendance on the first day of school but expected based on prior year enrollment, shall be withdrawn as a no-show student and shall not be included in any enrollment or attendance counts.

Complete and accurate permanent records are maintained for all students. All student records will be kept for a period of not less than seven years. After that time only transcripts are kept in the student's file.

## **FOOD SERVICE**

GFACS will participate in the National School Lunch Program. Lunch is provided from an outside vendor at no cost to students at school every day. Students are required to fill out a free/reduced lunch application each year. GFACS staff will pass those out to students in the beginning of the school year to bring home and fill out with their families.

Students are free to sit at the table of his or her choice. Students can have conversations with people sitting nearby, but everyone is expected to be conscious of the noise level. Shouting, running, and wandering around are not permitted. Any student who is asked to stop these behaviors may be asked to eat lunch apart from the community until the teacher(s) supervising lunch decide that the student is better able to manage the privilege of eating with his/her peers. While we aim to serve a wide variety of meals, there may be a meal that a student does not like. Students are expected to show respect for the meals they are provided. No outside food is allowed.

Houses will be responsible for cleaning the space where students have been eating. Students are expected to help with set-up and clean-up on their teams assigned lunch duty day.

## **FAMILY PARTICIPATION**

GFACS strongly encourages at least one parent or guardian to attend the following:

- Family orientation every fall
- Family conferences
- End of semester showcase
- 8th grade moving up ceremony
- End of summer performance

Families who think they will have a hard time sending an adult to one of the events listed above should contact the school office as soon as possible for help.

## SCHOOL EVENTS

All school events are under direct and complete control of the school administration. Responsibilities related to school-sponsored activities are not delegated to any person or persons other than employees of the school or system.

Items marked with an asterisk (\*) are mandatory for students and are highly encouraged for at least one parent. If an event does not have an asterisk next to it, parents are not expected to attend.

Family Orientation*	On this night, rules and policies are reviewed, as well as what students are doing at school.
Family Conferences*	In the fall and spring, parents/guardians will meet with teachers to hear about how their child is doing in school.
Halloween	This is a non-religious American holiday on October 31. Around that day each year, Fugees and their teachers, tutors, and coaches dress in costumes. If you have a costume, you can bring it. If you don't have one, we will help you create one.
Fugees Idol Thanksgiving	<p>The week before Thanksgiving, Fugees students perform songs and choreography for an audience of their peers and teachers. Performers are judged in the style of American Idol.</p> <p>This is a non-religious American holiday. Thanksgiving is always celebrated on the 4th Thursday of November. There is no school during the week of Thanksgiving, but we do have a festive community meal at the school for all Fugees the week before the break. This is a pot-luck meal and everyone brings a dish to share. The more countries' foods we have represented, the better! Students will bring home more information about the Thanksgiving celebration in November.</p>
End-of-Semeser Student Showcases*	On select days in December and in May, the school will host showcases. Family members are encouraged to come to school to see the work their students have done during the semester.
End-of-Summer Performance*	At the end of the summer session, students will put on a performance. Students and teachers really appreciate having parents in the audience.



## **BUILDING SECURITY**

All visitors, including parents and guardians, should ring a bell to gain access to the building. Only GFACS teachers and staff are permitted to open the door. All visitors must check in according to building policy upon entering the school. GFACS maintains the right to deny entrance to any individual whose presence in the school might threaten the safety of students or staff or disrupt the academic environment.

# STUDENT POLICIES

## TRANSPORTATION

Transportation is provided by GFACS from an outside vendor. If a student lives within the limits (limits are defined as 7-10 miles of the school location and based on student eligibility by income), students are expected to walk, ride their bikes, or take the bus to school.

Students may not drive to school or other Fugees sponsored events unless they are over age 18, have a valid driver's license, and have permission from the School Leader. Students who meet these requirements can only drive themselves to school or other Fugees sponsored events; students cannot give any other Fugees students a ride to GFACS or GFACS-related activities.

Teachers and staff members may not drive Fugees students in their personal vehicles.

## RECORDS POLICIES

### FERPA

GFACS complies with the provisions of the Family Educational Rights and Privacy Act (FERPA). The act provides that parents, guardians or eligible students have the right to:

1. Inspect and review the student's educational records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school Superintendent a written request that identifies the records they wish to inspect. The school Superintendent or designee will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. Request the amendment of the student's educational records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. Parents or eligible students who wish to ask the school to amend a record should write to the school Superintendent, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the records as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that Federal Law authorizes without consent.
4. File with the U.S. Department of Education a complaint concerning alleged failures by GFACS to comply with FERPA.

Parents or eligible students 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. 20202-5929*

We are required to inform parents of the types of information that may be given out by the school system as "directory information".

Public notice is hereby given by GFACS, pursuant to the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g (a) (5) (b), that the following information pertaining to students enrolled in GFACS is designated as directory information and may be given upon request to law enforcement agencies, schools and colleges accredited by the Southern Association of Colleges and Schools, outside organizations such as school photographer, publishers, grant managers, funders, and graduation supply providers:

- Name
- Address
- Telephone number
- Electronic mail address
- Date and place of birth
- Participation in officially recognized activity and sports
- Weight and height
- Dates of attendance
- Grade level
- Awards received
- The most recent previous educational institution attended
- Other similar information
- Students' names may be obtained for athletic programs as well as a tentative list of graduating seniors for media publication

Parents 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 school no later than 10 business days after the student's first day of school, in writing:

*GFACS*

*Attn: School Leader*

*3904 North Druid Hills Rd #355,*

*Decatur, GA 30033*

Or

[william@fugeesacademy.org](mailto:william@fugeesacademy.org)

Under the Family Educational Rights and Privacy Act, GFACS will disclose a student's personally identifiable information without consent to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or supports staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person with whom the school has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, therapist, or online educational services provider); a contractor, consultant, volunteer, or other party to whom the school has outsourced services, such as electronic data storage; or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. School officials remain under the school's control with regard to the use and maintenance of a student's personal and identifiable information, which may be used only for the purpose for which disclosure was made, and cannot be released to other parties with authorization.

Upon request, GFACS will disclose educational records without consent to officials of another school district in which a student seeks or intends to enroll.

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

PPRA affords parents certain rights regarding 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;
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 doctors, lawyers, and ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; 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.

GFACS will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. GFACS will also directly notify, such as through letters sent home by students, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and are provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. The following is a list of 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 part by the US Department of Education.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

*Family Policy Compliance Office*

*U.S. Department of Education*

*400 Maryland Avenue, S.W.*

*Washington, D.C. 20202-5901*

## HEALTH POLICIES

Health and safety are a top priority at GFACS. Before a scholar can enroll in the school, the school must have on file the following forms:

- **Medical Requirements Checklist**

This form contains records showing that the scholar has:

- Up-to-date immunizations; and
- Permission to receive screening for vision, hearing, and scoliosis.

- **Health Information Form**

This form provides important information about a scholar's emergency contacts, health care providers, and insurance. Most importantly, it gives the school permission to initiate emergency medical treatment in the event that a parent or guardian cannot be reached.

- **Authorization To Dispense Medication Form**

If a scholar requires medication while in school, the school must have on file an Authorization to Dispense Medication form, completed by the scholar's physician and parent.

- **Emergency Consent Form**

Each student must complete and have on file at GFACS an emergency consent form. This form gives the student permission to participate in all events and it gives GFACS permission to provide medical care, or access to medical care, in case of an emergency.

GFACS does not have a licensed school nurse on campus each day. However, we have implemented nursing policies to ensure the safety and well-being of our students. The business office serves as our clinic and is managed by the leadership team. The clinic is designed to meet the medical needs of students who have minor cuts, aches, and accidents. If a student is

injured at school, and requires medical attention, the leadership team will provide first aid. GFACS will then contact the student's parent/guardian. If GFACS is unable to reach a student's parent/guardian, emergency contacts will be called. When a student becomes ill at school, their parent or guardian will be notified.

GFACS is not allowed to give medicine or apply ointment to students without written permission from a parent. Students will receive a Health Information Form to fill out during enrollment. Students with diabetes must have a Diabetes Management Plan in place. All students with asthma who require an inhaler in possession for self-administration must have an Asthma Plan in place. Parents/guardians should note if a student has diabetes or asthma on the Health Information Form. These forms and plans can be established with the business office.

Every student must have a physical exam each year. GFACS sponsors a 2-day medical clinic in the fall so that students can get the check-ups they need, including vision, hearing, dental, and nutrition screening. The school also keeps a copy of each student's immunization records on file.

Prescription medicines will be given to students by school personnel only when prescribed and

ordered by a physician and when the following guidelines are followed:

1. All medication must be presented to the school office in a prescription labeled bottle, which will include the student's name, date, instructions for administering, name of drug, and name of issuing physician.
2. A Medication Administration form, HRS 29 is required to be filled out by the physician and parent/guardian in cases of long-term medication (more than two weeks).

Non-prescription medicine, over the counter medicine, such as Tylenol should be turned into the main office staff to be administered. Over the counter medicines, will be given only for a short-term duration (i.e. two consecutive weeks or for a total of 10 times through the semester without a physician's order.) Medication must be in the original container, accompanied by written parental request, consent, and directions for administering. A Short-Term Medication form, HRS 29C, may be requested by the school nurse and/or school leader.

Expired medication will not be given to students. Please check for expiration dates before bringing medications to school.

Students requiring an inhaler, injectable epinephrine (Epi-Pen), Diastat, or a Glucagon are allowed to have them at all times with a designated plan in place. Medication must be in the original container, accompanied by written parental request, consent, and directions for administering. Additionally, parents/guardians and the student's physician must complete a medication self-administration form which evidences that the medication is necessary for the student's medical condition, and that the student is capable of administering the medication when needed. It is critical that parents/guardians discuss their student's medical condition(s) with the School Leader, teacher, and/or Health Technician.

Students must not share any medications with other students. Disciplinary consequences will apply for students misusing medications. Parents/guardians must pick up all medication at the end of the school year. All medication not picked up by parents/guardians by the last day of the school year will be discarded regardless of the expiration date on the medication.

## **ANTI-DISCRIMINATION POLICY/ TITLE IX**

Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972); or disability in educational programs or activities receiving federal financial assistance. Students and parents are hereby notified that GFACS does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the

Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA). In addition, no person shall be discriminated against in admission to GFACS on the basis of race, sex, color, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, special need, proficiency in the English language or a foreign language, or prior academic achievement, as required by M.G.L. c. 71, §89(l); 603 CMR 1.06(1). Finally, no person shall be discriminated against in obtaining the advantages, privileges or access to the courses of study offered by the school on the basis of race, sex, color, religion, national origin, or sexual orientation. For questions or concerns about Title IX, a student or parent should contact the Title IX Coordinator, Janeya Hisle, at [janeya@fugeesacademy.org](mailto:janeya@fugeesacademy.org).

## **STAFF-ON-STUDENT ABUSE POLICY**

O.C.G.A § 20-2-751.7(a) The Professional Standards Commission shall establish a state mandated process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student which shall not prohibit the ability of a student to report the incident to law enforcement authorities. Each local school system shall be required to implement and follow such state mandated process and shall include the mandated process in student handbooks and in employee handbooks or policies.

1. 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 his/her school. Examples of Sexual Abuse or Sexual Misconduct include, but are not limited to:
  - a. Using position of authority and influence over students in an inappropriate manner
  - b. Having sexual relationships with students
  - c. Dating students
  - d. Having any interaction/activity of a sexual nature with a student
  - e. Committing or attempting to induce students to commit and illegal act or act of immoral conduct which may be harmful to others or bring discredit to the school
  - f. Supplying alcohol or any illegal substance to a student, allowing a student access to such substances, or failing to take reasonable steps to prevent such access from occurring
2. Any teacher, counselor, or administrator receiving a report of sexual abuse or sexual misconduct of a student by a teacher, administrator, or other employee shall make an oral report of the incident immediately by telephone or otherwise to the School Leader and shall submit a written report of the incident to the School Leader within 24 hours. If the School Leader is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the GFACS Board Chair.
3. The Board Chair or School Leader upon receiving a report of sexual abuse as defined in O.C.G.A. 19-7-5 shall make a report no later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone or in person and followed by a written report in writing, if requested, to a child welfare agency



providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority or district attorney, as well as to the Georgia Professional Standards Commission and Ethics Division.

4. Reports of acts of sexual misconduct against a student by a teacher, administrator, or other employee not covered by O.C.G.A. 19-7-5 or 20-2-1184 shall be investigated immediately by school personnel. If the investigation of the allegation of sexual misconduct is valid, the School Leader shall make an immediate written report to the Professional Standards Commission and Ethics Division.

## SEARCH AND SEIZURE POLICY

School personnel may search anything on school property such as cars, school buses, lockers, and personal belongings. 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 students can be searched with reasonable suspicion or if the group of students searched is chosen at random. Searches of a student themselves may also be done with reasonable suspicion. The search must be done by a staff member who is the same sex as the student and there must always be a second staff member present as a witness.

Students and parents/guardians are responsible for checking clothing, book bags, purses and all student 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).

## INTERNET SECURITY & USE OF TECHNOLOGY POLICIES

### TECHNOLOGY

GFACS recognizes and embraces the growing role of technology in society. At times, teachers will make technology tools available to students as part of the instructional program. **However, students are NOT allowed to use their own technology in school.**

If a student must bring personal technology to school - including, but not limited to, cell phones or smart watches - it is the student's responsibility to make sure these items are safely stored out of sight during the day. Students' cell phones are collected at the beginning of the day and returned to them at the end of the day. The only time a student is allowed to use these items on school grounds is before school begins and after it ends. If a student is found using a personal technology item during the school day, it will be confiscated and returned to the student at the end of the academic year.

Students will be provided with GFACS email addresses and all communication with teachers should

be through that email.

GFACS technology-based learning equipment and internet service must be used only for appropriate educational purposes. Though GFACS will implement safeguards and filters on internet-based equipment, parents/guardians must understand that it is impossible to control all on-line information and materials which may be inadvertently discovered by users on a global network. The purpose of informational technology is to facilitate communications in support of research and education by providing access to multiple resources. Use by any student or staff member must be in support of and consistent with the educational objectives of GFACS and must comply with all state and federal laws that govern internet-based technology.

The student should have no expectation of privacy while using any GFACS computer or any other internet-based technology or network maintained by GFACS. GFACS may at any time access and review any GFACS owned device, assigned computer account, online histories and/or saved documents. By using the computing resources of GFACS, students acknowledge and agree to abide by the guidelines and rules governing GFACS' internet-based technology.

### **UNDESIRABLE MATERIALS**

Students are prohibited from accessing undesirable materials (such as nude, profane, or violent, etc. materials) while at the Academy or while using any technology or wifi that belongs to Fugees Academy. Students who gain access or see other's gaining access to undesirable internet materials must report this material to their teacher.

Inappropriate use of GFACS technology resources and/or internet-based technology, as determined by GFACS administrators, may result in the termination of the privilege to use GFACS technology resources and/or internet-based technology. GFACS has the sole authority to determine what is deemed as appropriate use and may discipline, deny, revoke, or suspend any student's access at any time.

### **CHAT AND USER GROUPS**

Student use of chat and user groups is not allowed without approval from an GFACS Dean of Students or school leader.

### **COPYRIGHT AND CITATIONS**

It is the policy of GFACS to fully comply with all applicable federal and state laws and regulations that prohibit copyright infringement; therefore, unauthorized transmission of copyrighted materials is prohibited. This includes, but is not limited to, the use of GFACS internet-based technology to inappropriately access unlicensed copyrighted materials via peer-share websites (i.e. movies, music,

games, books, audio books, etc.).

Students are prohibited from inappropriately accessing and/or transmitting materials when they are protected by copyright and/or patent. Students are not allowed to purchase, download or load software onto GFACS computers or utilizing GFACS internet-based technology without obtaining prior written permission from a GFACS staff member.

GFACS will never authorize the access or transmission of online materials, information, applications, or software that contains violence, obscene language, nudity, harassing or bullying behavior, or criminal behavior.

All use of GFACS internet-based technology must be for an approved and appropriate educational purpose. GFACS computing resources and internet-based technology may not be used for commercial activities. Use of GFACS for non-school approved solicitations, product and service advertisements, business promotions, or political lobbying or campaigning is strictly prohibited.

Any copyrighted materials are subject to the Fair Use provision of copyrighted materials as it relates to education. Internet materials used in reports or other documents must be cited. If there is no direct citation, the Uniform Resource Location (URL) must be cited. The use of internet sources without proper citation constitutes plagiarism.

## **ACCEPTABLE USAGE OF THE INTERNET**

The Academy expects age-appropriate internet usage among students who use its internet facilities. This will enforce the Academy's commitment to student safety with regard to:

- Safety on the Internet;
- Appropriate behavior while on online, on social networking Web sites, and in chat rooms; and cyberbullying awareness and response.

## **STUDENT RESPONSIBILITIES AND PROHIBITED ACTIONS**

1. Students will observe the standard of courtesy and behavior consistent with the practices and policies of GFACS when sending or publishing messages or transmitting data or other information on the Internet.
2. Students will access the network using their assigned user log-in or personal ID and not that of someone else. Students will not share their assigned user log-in or user IDs, or passwords with others and must make all efforts to safeguard any information from unauthorized users.
3. Students must not attempt to access information for which they are not authorized.
4. Students will use informational technology for instructional purposes only as it relates to classroom and co-curricular assignments and activities. Students will not use GFACS computing resources or internet-based technology in violation of state or federal law, or school policy.
5. Students must receive permission from GFACS staff members prior to accessing the Internet or

any other online-based file or application.

6. Any student who identifies a problem or the presence of inappropriate material on a GFACS computer must notify an adult teacher, supervisor or administrator immediately.
7. Students who disconnect or disable network components, such as firewalls, security software, virus scanners, search restrictions, network monitoring applications and software, etc., or who alter or bypass GFACS network settings could cause harm to GFACS' computer network and jeopardize the integrity and/or security of GFACS's network and computing devices; thus, a student found to have altered any GFACS network component or network setting will be subject to disciplinary action as set forth in the GFACS Code of Conduct.
8. Students are violating network security if they alter programs or data on any network file server or any computing system's hard disk and will be subject to disciplinary action.
9. Students are violating network security and software copyright laws if they use, access or transmit illegal copies of software, music, movies, data, games, or any other onlinemedia on any school computer, and will be subject to disciplinary action.
10. Students are permitted to use GFACS computing resources and internet-based technology for approved educational purposes only. Students will be subject to disciplinary action if they access or transmit online materials, information, applications, or software that contains violence, obscene language, nudity, harassing or bullying behavior, or criminal behavior.
11. Students who purposely infect any GFACS computer with a malicious code will be subject to disciplinary action. Penalties for Improper Internet Use Any violations of the internet procedures should be immediately reported to a supervising staff member. Authorized users who violate GFACS' Internet Acceptable Use Policy or any other state or federal law while using GFACS' computing resources will be subject to loss of the privilege to use GFACS computing resources and internet-based technology. Furthermore, disciplinary action may be imposed. If the actions of an authorized user cause or contribute to the loss of network service, applications, and/or data, school disciplinary action commensurate with the magnitude of the disruption caused to GFACS as determined by school administrators shall be administered. In the event that such action causes the need for GFACS to expend funds for technical assistance to restore the service, application or data, restitution may be charged. Any illegal activity of a student, discovered by GFACS, will be reported to the appropriate law enforcement agency, and the authorizer may be subject to criminal prosecution.

# ACADEMIC PROGRAM

## CURRICULUM & INSTRUCTION

In the United States of America, a nation that was founded by immigrants, there is a law that says every child has the right to a free and appropriate public education. Georgia Fugees Academy Charter School (GFACS) was founded for some of the children who were being denied that right - specifically refugee children.

Many refugees fleeing war, poverty, and persecution make their new home in cities and towns across America. Growing up in such difficult situations, usually with little or no schooling, and usually with parents who themselves do not know how to read and write, refugee children are at a disadvantage when they start school in their new country. Not only do they have to learn a new language, they also have to learn what it means to be a student.

At Georgia Fugees Academy Charter School, students will have small classes and teachers who are committed to helping them learn English. Two periods each day will be dedicated to English instruction and other subject area teachers will help to reinforce and practice language skills. Teachers will bring their passion, creativity, and knowledge to classes each day. In exchange, students are expected to be an active participant in their learning. Students are expected to put their full effort into school, to contribute in positive ways to their classes, and to ask questions. Just like in soccer, practice leads to improvement.

It is very common for entering students to perform anywhere from two to six years below grade level expectations. GFACS is committed to meeting these students where they are. GFACS students who commit the time and energy to their growth in this demanding and supportive environment, will, as a rule, perform at or above grade level by the time they graduate.

### **Course Offerings**

The daily curriculum offerings at GFACS include:

- Language Arts/Reading
- Mathematics
- Language support
- Science
- Social Studies
- Art
- Music
- Yoga
- World Religions

- Electives

## PROTECT STUDENTS FIRST

As outlined by the State Board of Education, the curriculum at GFACS will meet the requirements for the Protect Students First Act. Parents or guardians may request nonconfidential records by contacting the school leader.

For questions or concerns about Fugees curriculum, a student or parent should contact William Chester, at [william@fugeesacademy.org](mailto:william@fugeesacademy.org).

## GRADING & SCORING POLICY

### GRADES

Grading at Fugees Academy requires a delicate and equitable balance of effort, achievement, and growth.

Percentage		Letter Grade
Middle School	High School	
94	100	A
90	93	At or above grade level Excellent A
87	89	B+
84	86	Within 2-3 grade levels Good
80	83	B
77	79	C+
74	76	Within 4-5 grade levels Satisfactory
70	73	C
69	72	Not Passing
Below 69	Below 70	More than 6 grade levels below Unsatisfactory

Students will receive formal grades in progress reports every six weeks at the Report Card Assembly.

All students are expected to read their report cards out loud to their team or House.

Each week, students will review their grades and work with their House and House advisor to set goals and improve grades.

## SCORING

Each week, students will earn three grades in each class:

<b>PRIDE</b>	Students can earn up to 3 points per day for each of the following: <ol style="list-style-type: none"><li>1. Present &amp; on-time</li><li>2. Prepared</li><li>3. Participating &amp; Productive</li></ol>
<b>INDEPENDENT OR CLASSWORK</b>	This assignment should provide opportunities to practice, receive help, and make improvements.
<b>WEEKLY QUIZ</b>	This should be a quick formative assessment – no more than 3-5 questions on content or skills that had been recently taught.

In addition to these standard weekly scores, grades will include end of unit summative tests and end of semester summative exams. When required by GaDOE, Milestones scores will be included in final grades.

Furthermore, each content area may include other scores such as data from Accelerated Reader, mClass, IXL, etc.

## GRADE CATEGORY WEIGHTS

10% PRIDE

40% Independent and class work

30% Quizzes, tests, exams, and final projects

20% Final Exam

## INDEPENDENT WORK POLICY

GFACS takes independent work seriously. Independent practice with material from classes is one of the best ways to develop mastery. All GFACS students are responsible for completing all homework assignments in order to practice and become proficient in their academic skills.

Independent work must be the student's own work, but it is acceptable to get assistance when needed from a parent/guardian, tutor, or teacher. If any assignment is too difficult for a student to complete on their own, DO NOT ALLOW someone else to do the work for them or to tell them what to write.

It is very important for student's teachers to know how well students are understanding the material so that they can provide assistance and practice that is needed to encourage proficiency and mastery of skills. Students may work together when the assignment specifically calls for collaboration and teaming with others as communicated by the teacher.

All assignments are due on the date provided by the teacher. If not turned in on time, then the student is held accountable. The student's grade will go down by 10% for each day the work is turned in late. If there is a consistent pattern of missed assignments, the student could be placed on academic probation.

Independent work or homework may vary from day to day; however, **every single Fugees student is required to read a book in their assigned reading zone independently for at least 30 minutes each day.**

## **STANDARDIZED TESTING**

We wholeheartedly believe that no assessment can tell a full story about any student. And, we understand that multiple data points begin to help us see student strengths and areas of lagging skills. It is imperative that we use the information that we get from assessments to ensure that we provide the best instruction for each individual student.

## **NWEA/MAP ASSESSMENTS**

In addition to required state testing, Fugees students will also take the NWEA/MAP assessments in Reading and Math. These test scores help to monitor student progress over time while at Fugees. In addition, high school students may take assessments like the SAT and ACT.

Student scores - both growth and achievement- on NWEA/MAP may be used as part of the decision making to determine if a student is ready for promotion at the end of the school year.

## **GEORGIA MILESTONES ASSESSMENT SYSTEM**

The Georgia Milestones Assessment System (GA Milestones) is a comprehensive summative assessment program spanning elementary through high school. GA Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in



language arts, mathematics, science, and social studies.

High school students are required to participate in the GA Milestones EOCT measure when they are enrolled in the following courses identified by the State Board of Education:

- English
  - 9th grade Literature and Composition
  - American Literature and Composition
- Mathematics
  - Algebra I or Coordinate Algebra
  - Geometry or Analytic Geometry
- Science
  - Biology
  - Physical Science
- Social Studies
  - United States History
  - Economics/Business/Free Enterprise

These tests are given at the end of the course and serve as the student's final exam, counting 20% of the final course grade in the associated course. The student must have a 70 or above to pass the course and earn credit toward graduation. There are three main administrations of the EOCT: Winter, Spring and Summer. In addition, on-line Mid-Month administrations are offered in August, September, October, November, January, February and March. Retest administration windows are also provided in conjunction with the existing Online Mid-month and Summer administration windows. Retests are intended to provide students who do not meet the standard on an EOCT with one additional opportunity to demonstrate their proficiency. When the student repeats a course to earn credit for graduation, they must participate in the EOCT again.

## **WIDA SCREENER AND ACCESS ASSESSMENT**

All students who are new to GFACS are required to complete the Home Language Survey (HLS) as part of the enrollment process. While English language learning is embedded into the GFACS curriculum, students whose primary language is not English determined by the HLS must be screened to determine eligibility for English language instruction and Title III funding. GFACS uses the WIDA Screener to screen students after eligibility is determined. As required, students are assessed annually using the ACCESS Assessment for ELLs.

ACCESS for ELLs is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains. ACCESS for ELLs meets the federal requirements that mandate states to evaluate EL students in grades K through 12

on their progress in learning to speak English.

ACCESS for ELLs is used to determine the English language proficiency levels and progress of ELs in the domains of speaking, listening, reading, and writing.

## **ACADEMIC PROBATION**

Students will be placed on academic probation if they receive:

1. A failing grade for a course
2. Two or more grades below a C

If students are on academic probation, they must meet with their House Advisor to come up with a plan for specific classes that they are failing or receiving a grade below a C. Their House Advisor, in conjunction with the student, will write up a plan for grade improvement. This might include extra time at tutoring, individual tutoring with a teacher before or after school, and other mandatory help sessions.

If a student is on academic probation, they will have a yellow card. This means that they are benched and not allowed to play in soccer games until they are passing all classes.

## **ACADEMIC INTEGRITY POLICY**

Teachers, staff, administrators, and GFACS after-school support teamwork together to provide an academic environment that promotes effective teaching and learning. The "I" in the GFACS creed stands for "integrity" and one important part of integrity is always being honest about schoolwork. Cheating of any sort is not tolerated at GFACS and doing so will result in disciplinary action.

The following actions are considered to be cheating, and are violations of the academic integrity policy:

- Using or taking, as well as giving or receiving, unauthorized materials in a testing situation (notes, textbook, cheat sheets, electronic devices)
- Giving or sharing information on a test, quiz, homework, project, etc.
- Copying another student's work of any kind
- Passing on or receiving definite answers to test or quiz questions
- Turning in work for credit that is not one's own (This includes, but is not limited to, information from the internet.)
- Submitting text that has been cut-and-pasted from the internet without attribution
- Sharing or copying information from another student's computer
- Paraphrasing without credit is also considered plagiarism
- Speaking of any kind during a test without the permission of an authorized adult

The following consequences will apply when cheating occurs:

- The teacher will talk with the student if suspicion of a violation arises.
- The teacher will inform the student's parents, School Leader, and Coach of the incident.
- The student will receive a "0" grade on the assignment or test involved.
- Any student involved in cheating may be asked to tell classmates, teammates, housemates, and other members of the community what they have done as part of rebuilding broken trust.
- Repeated offenses may result in academic probation or expulsion.

Students at GFACS should consider the impact that cheating could have on their grades and their permanent school records before they make the decision to violate the cheating policy. Neither teachers nor administrators at GFACS will lessen the consequences to prevent them from harming the student's grade or school record.

## **YEAR-END AWARDS**

At the end of the school year, a teacher nominating committee will recognize students who have earned the following awards. Awards will be presented at the 8th grade moving up ceremony.

Most Improved	For the student who has demonstrated the most growth—academically, athletically, and as a community member.
The Fugee Award	For the student who has consistently embodied all tenets of the PRIDE creed – perseverance, respect, integrity, dedication, and excellence.

## **PROMOTION & RETENTION, RIGHTS & RESPONSIBILITIES**

The School Leader is authorized to make initial grade placement of a student and to promote, accelerate or retain students after initial grade placement. After initial grade placement, a student is expected to progress through the grades meeting the expectations outlined by Fugees Grade Level alignment.

<b>FUGEES GRADE LEVEL ALIGNMENT</b>			
Beginning of Year		Grade-Level Materials Covered	End of Year
6th Grade	K	K, 1, 2, 3	3
7th Grade	2	4, 5, 6	6
8th Grade	4	6, 7, 8	8
9th Grade	8	8, 9	9
10th Grade	10	10	10
11th Grade	11	11	11
12th Grade	12	12	12

### **CHANGES IN GRADE PLACEMENT**

On occasion, it may be in the best interest of the student to have a new grade placement, be accelerated more than one grade, or be retained in the current grade. In this event, supporting documentation with interventions already offered to the student will be provided by the school. If a student's parent or teacher believes one of these grade changes should be considered, a written request for consideration should be provided to the School Leader, including the reasons for such consideration. The final decision regarding placement, acceleration, promotion, or retention of a student rests solely with the School Leader.

The School Leader shall consider the following non-exhaustive list of factors when making such decisions:

1. The education record of the student, including but not limited to a student's grades, standardized test scores, reading, speaking, and math skills, the curriculum of each grade, the available teacher(s) skill(s) delivering the instruction, and available programs.
2. Attendance
3. Discipline
4. The physical, social and emotional readiness of the student for the curriculum of each grade.
5. The current research on grade placement, promotion, acceleration, and retention.
6. The recommendation of the student's parents and teachers.
7. The Promotion Requirements are described below.
8. The applicable laws governing these decisions.

## **PROMOTION & RETENTION**

### *Middle School*

For all grades in middle school, if a student earns 69% or lower in math or English, he or she may not be promoted to the next grade.

### *8th Grade Promotion Requirements*

In addition to the standards and criteria listed above, in order to be promoted from 8th to 9th grade, a student must achieve grade level on the Milestones EOG Math and English exams.

An 8th-grade student who does not perform on grade level on the initial Milestones assessment will be able to retest a second time.

The School Leader may still, in their sole discretion, decide to retain a student who meets the Promotion Requirements but for whom an analysis of the factors listed above indicates that retention is in the student's best interests.

For students receiving special education or other related services, the Individualized Education Program (IEP) Committee shall serve as the placement committee. The placement committee's decision to promote the student to the next grade level must be unanimous and must be based on a determination that if promoted and given accelerated, differentiated, or additional instruction during the next year, the student is likely to perform at grade level by the conclusion of the school year.

If a parent or guardian appeals the decision to retain the student, the school shall establish a placement committee to consider the appeal.

## Promotion Requirements for Students in Grades 9-12

Grade level placement is based on the total number of credits the student has earned. Students earn credit for courses based on passing grade (70 or above) in a course. Students must earn the number of required credits prior to the start of the school year in order to determine grade level placement.

In general, to be promoted to the next grade level, students must earn credit in all of their required classes as well as have the total credits required for each level. Students will have a variety of ways to recover the credits they fail to earn initially. If a student is required to make-up a course, both the initial failing grade as well as the passing grade on the repeated course will show up on their transcript and be averaged into their cumulative GPA. Annual credit requirements for promotion are below.

Retained students will be able to move on to the next course in content areas where they earned credit but will have to make up any graduation credits which they are missing. The School Leader has the discretion to make promotion and retention decisions based on academic readiness, math and literacy levels, and test scores.

<b>GFACS GRADUATION REQUIREMENTS</b>		
<b>Area</b>	<b>Credit Hours</b>	<b>State Required Classes</b>
English/ Language Arts	4	(1) 9th Grade English (1) American Literature/Composition
Math	4	(1) Mathematics I or GPS Algebra (1) Mathematics II or GPS Geometry (1) Mathematics III or GPS Advanced Algebra (1) Additional approved math class
Science	4	(1) Biology (1) Physical Science or Physics (1) Chemistry, Earth Systems, Environmental Science (1) Additional approved science class

Social Studies	3	(1) United States History
CTAE/ Modern	3	(1) World History
Language/ Latin/ Fine Arts		(0.5) Economics (0.5) American Government/Civics (3) approved classes
Health and Physical Education	1	(0.5) Health  (0.5) Physical Education  OR  (1) Health and Physical Education
Electives	4	Of these 4 electives, students must receive one half credit hour of instruction in financial literacy.
<b>Total:</b>	<b>23</b>	

# SCHOOL CULTURE AND SAFETY

## NORMS

The school community at GFACS including students, parents, teachers, staff, administrators, and board must work together to provide a safe and supportive environment that promotes effective teaching and learning. With an underlying goal of empowering future citizens and leaders, everyone at GFACS strives to use discipline in a positive, nurturing, and appropriate manner. The goal of discipline is to strengthen and teach students the knowledge and skills needed to live a happy and successful life through the modification of behavior. This means that staff at GFACS are not seeking punishment of students but education on the distinction between right and wrong. Nevertheless, there are still consequences for inappropriate actions. To guide students to exhibit positive behaviors and actions, the staff will use the Positive Behavior Intervention and Support (PBIS) model.

Self-discipline and proper conduct are essential traits of GFACS students. Students are expected to be respectful, understanding, and polite to all with whom they come into contact at school, at home, in the community, and in any other situation. Students will stand up whenever an adult enters the room and take their seats when an adult gives permission.

It is expected that GFACS students will build healthy, thriving relationships with fellow classmates, faculty/staff members, and Fugees volunteers. This means that appropriate conversation without the use of foul language or slang will be used at all times. Students acknowledge all adults, including Fugees faculty/staff, volunteers, and guests, with sincere enthusiasm, cordial eye contact, and respectful body language. You are expected to greet all visitors and make them feel welcome.

Before each class, students line up quietly at the door of the classroom and wait for the teacher to invite them in for instruction. Once the students enter the classroom, all social conversations will cease and students will display that they are ready to learn by listening to the teacher, following all directions given, and immediately getting on task.

## HOSPITALITY

Whenever a new student joins GFACS, it is the shared responsibility of everyone at GFACS to make him or her and his or her family feel welcome. Some ways students can accomplish this include, but are not limited to:

- Inviting someone new or younger to sit with them or play with them;
- Inviting someone into their home for tea or a meal.

Most Fugees will do many of these things naturally, without even realizing they are doing them. All



students are encouraged to do their part to keep this important part of the GFACS culture alive.

## CODE OF CONDUCT

Our goal at Fugees Academy is a safe and inclusive team culture with high levels of student growth and achievement. To achieve that, we must explicitly teach and hold clear and consistent expectations.

Fugees students are expected to conduct themselves in a respectful, courteous, and cooperative manner. In signing this handbook, students agree to uphold our PRIDE values.

<b>PERSEVERANCE</b>	<ul style="list-style-type: none"> <li>• Attend school all day, each day unless I am sick or have an approved excuse</li> <li>• Ask for suggestions and learn from my mistakes</li> <li>• Keep trying, even when I feel like giving up</li> </ul>
<b>RESPECT</b>	<ul style="list-style-type: none"> <li>• Resolve conflicts peacefully, and avoid fighting inside or outside of the school or at program sites</li> <li>• Behave respectfully, without arguing, and cooperate when a staff member gives direction or makes a request</li> <li>• Refrain from bringing weapons, illegal drugs, controlled substances and alcohol to school;</li> </ul>
<b>INTEGRITY</b>	<ul style="list-style-type: none"> <li>• Take responsibility for personal belongings and respect other people's property</li> <li>• Share information with school officials that might affect the health, safety or welfare of the school community</li> <li>• Keep parents/guardians informed about school-related matters and give them any information sent home</li> </ul>
<b>DEDICATION</b>	<ul style="list-style-type: none"> <li>• Come to school on time; appear for each class at the start time, ready to begin work</li> <li>• Be prepared with appropriate materials and assignments for all classes; show respect to all members of the learning community</li> </ul>
<b>EXCELLENCE</b>	<ul style="list-style-type: none"> <li>• Dress appropriately in school uniform</li> <li>• Refrain from wearing clothes which have any signs of gang affiliation (e.g. scarves, bandanas) and refrain from using gang signs, calls, chants, movements, handshakes;</li> </ul>

Failure to adhere to the behavioral expectations above put students at risk of disciplinary action including, but not limited to: family conference, detention, in-school suspension, out-of-school

suspension, or expulsion.

## SUPPORT FOR BEHAVIORAL CHALLENGES

Our goal is to be a safe, inclusive and supportive community. We work to proactively develop relationships and support one another. We have clear community expectations with our PRIDE values. When a PRIDE value is broken, we work together to repair the harm done.

### BEHAVIOR STEPS

	Possible Behaviors	Responses
<p><b>STEP 01</b></p> <p>Developmentally appropriate, low-level misbehaviors that do not jeopardize safety or disrupt learning.</p>	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• More than 3 unexcused absences; more than 5 excused absences</li> <li>• Copying someone else's work</li> <li>• Misuse of technology/cell phone</li> <li>• Disruptive behavior</li> <li>• Being unkind</li> <li>• Out of area Profanity</li> </ul>	<ol style="list-style-type: none"> <li>1. Close the Loop conversation with the teacher</li> <li>2. Contact parent or caregiver by phone or in person</li> <li>3. Detention</li> </ol>
<p><b>STEP 02</b></p> <p>Misbehaviors that may present safety concerns or disrupt learning; may include Step 01 misbehaviors that are repeated or present a safety concern</p>	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• Step 01 misbehaviors that are repeated or present a safety concern</li> <li>• Possession or use of tobacco or vape</li> <li>• Fighting</li> <li>• Harassing or bullying</li> <li>• Sexual harassment</li> <li>• Vandalism</li> </ul>	<ol style="list-style-type: none"> <li>1. Close the Loop conversation with the teacher AND school leader or coach</li> <li>2. Contact parent or caregiver by phone or in person</li> <li>3. In-school suspension</li> </ol>
<p><b>STEP 03</b></p> <p>Misbehaviors that cause safety or legal concerns; may include Step 01 or Step 02 misbehaviors that are repeated or escalate to a safety or legal concern</p>	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• Step 01 or Step 02 misbehaviors that are repeated or escalate to a safety or legal concern</li> <li>• Possession or use of alcohol, drugs, or weapon</li> <li>• Threatening to do harm</li> </ul>	<ol style="list-style-type: none"> <li>1. Contact parent or caregiver by phone or in person</li> <li>2. Recommendation for suspension or expulsion</li> </ol>

### CLASSROOM RESPONSES

Generally repairing harm can be done at the classroom or team level. Most misbehaviors are Step 01 behaviors. In this case, the teacher or staff member addresses a situation that does not uphold our

community values and then collaborates with the student(s) involved to come up with a solution.

For behavior that is immediately disruptive and not resolved with redirection, the teacher will offer 2-3 redirections, and then refer the student for detention. These re-directions may include:

- Non-verbal redirection
- Proximity
- Verbal redirection

If the student is unable to adjust behavior so as not to be disruptive, then the teacher will assign detention.

## **ADMINISTRATIVE RESPONSES**

The School Leader has the authority and responsibility to recommend appropriate consequences for Step 02 and Step 03 behaviors. When planning these consequences the school leader will keep in mind the safety and well-being of all community members, as well as, repair any harm that was done to the community.

If suspension of ten (10) days or more or expulsion is recommended, the board will convene a hearing within ten days of the recommendation and a certified and impartial disciplinary hearing officer will conduct the hearing.

Students who commit Step 02 or Step 03 offenses will be automatically benched for their next soccer game. Being benched means that you will not play in the game, but you are expected to come to the game wearing your school uniform. Yellow card offenses include: fighting, cursing, bullying, or anything that seriously compromises the GFACS community's well-being. Multiple Step 02 or 03 offenses may jeopardize your GFACS standing.

## **BULLYING AND HARASSMENT POLICY**

GFACS is committed to equitable and swift resolution of bullying and/or harassment issues. GFACS prohibits discriminatory harassment or bullying of students on the basis of sex, race/color/national origin, and disability. Bullying and/or harassment means systematically and regularly causing physical hurt or psychological distress on another person. Bullying and/or harassment may be physical or emotional:

- A. Physical bullying includes: hitting, punching, poking, shoving, pinching, jabbing, kicking, choking, unwanted touching, blocking, chasing and cornering, tripping, vandalizing, and stealing.
- B. Emotional bullying includes: name-calling; threatening; taunting; malicious and incessant teasing; spreading rumors; mocking; public humiliation; stalking; making faces or obscene gestures; making offensive racial, religious or sexual comments; ganging-up on others;

belittling.

Any student experiencing bullying or harassment should follow any or all of these measures:

Step 1 - Reporting, Investigating and Recording Incidents:

Any student who believes s/he has been the target of bullying (including cyber bullying), or any other person in the GFACS school community who observes or receives notice that a student has or may have been the target of bullying, should report incidents verbally or in writing to any staff member.

Step 2 - Investigating

Upon receipt of a report of bullying, a School Leader will promptly conduct an investigation.

Step 3 - Investigation Results and Potential Outcomes for the Perpetrator

Once an investigation concludes, the following steps may be taken:

- Parent conference
- Intervention/ Behavior Plan
- Suspension
- Expulsion
- Referral to local law enforcement authorities

Upon a finding by a school administrator that a student has committed an act of bullying or is a victim of bullying, the administrator or designee shall notify the parent, guardian, or other person having control or charge of the student by telephone call or through written notice, which may be done electronically.

Per SBOE rule 160-4-8.15, any student in grades 6-12 that has committed the offense of bullying for the third time in a school year, shall be assigned to an alternative placement upon a finding by the disciplinary hearing officer, panel, or a tribunal of school officials. STUDENT & FAMILY HANDBOOK | 08.05.2022 60

## **UNIFORMS**

All students at Fugees Academy are required to wear a uniform, as prescribed below. Wearing a uniform is a way to show pride in appearance and pride in being a Fugee student.

## Fugees Uniform:

PROVIDED BY FUGEES	PROVIDED BY STUDENT
<ul style="list-style-type: none"> <li>● 1: Tie</li> <li>● 1: Soccer uniform</li> <li>● 1: Soccer socks</li> <li>● 1: Cleats</li> <li>● 1: Practice t-shirt</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Middle School:</b> White button down collared shirt; long or short sleeve</li> <li>● <b>High School:</b> Light blue button down collared shirt; long sleeve or short sleeve</li> <li>● Khaki uniform pants, shorts, jumpers, or skirts – these may not be cargo or jogger style</li> <li>● Black or brown belt</li> <li>● Socks</li> <li>● Closed-toe shoes</li> <li>● <i>Optional:</i> Navy blue sweater (not sweatshirt)</li> </ul>

- Pants should be worn at the waist with a belt that fits.
- Shirt sleeves should be buttoned, unless they are rolled up.
- Tie needs to sit below the belly button and above the belt buckle.
- Coats and jackets are to be left in a designated location—do not bring them in the classrooms.
- Jewelry must not be large or distracting. Necklaces should be tucked in your shirt.
- Smartwatches and other “smart” items are not allowed.
- Hair must be kept out of the face; it should be cut short or tied back.
- Hair color must be a natural color.
- Student’s uniforms should fit well. If a student outgrows their uniform during the school year, they should plan to purchase a new one.
- It is the student’s responsibility to keep their uniform clean; however, **students should not wash their ties.**
- It is the responsibility of the student to replace their uniform if it is damaged or lost. Replacement items will NOT be provided to students for free.  
Cost of replacement items:
  - Ties: \$10
  - Soccer uniform: \$40
  - Soccer socks: \$7/pair
  - Cleats: \$65
  - Practice t-shirt: \$10

## PERSONAL GROOMING

In general, students should present a neat, well-groomed appearance. Students are expected to shower each day, wear deodorant, and to come to school wearing a clean uniform.

Nails must be trimmed and only clear nail polish is allowed. High school students may wear colored nail polish as long as it is not distracting.

Hair must be neat and pulled back out of the face. For boys, hair must be above the ears and trimmed to the natural hairline in the back. For girls, hair longer than shoulder length must be pulled back in a neat ponytail or braids.

Hair may not be cut in a mohawk or have symbols or designs; in general, hair should not be distracting.

Only high school students are allowed to wear make-up.

## **HOUSES**

A house is defined as the “home base” at school for all students. Students will start every day together to take attendance. Students will also meet with their house for community building, mentorship, reading and other activities each week. Throughout the year, student house’s will participate in many activities and competitions.

## **ATHLETICS**

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

Students must follow the rules established by the school. Teams will meet on a scheduled basis so as not to conflict with academic instruction. Coaches of athletic teams follow standards of behavior that are addressed in the “Athletic Handbook”. For additional information on athletic policies, please see the “Athletic Handbook”.

# **ACADEMIC COUNSELING AND SUPPORT**

## **ACADEMIC SUPPORT**

GFACS operates in strict adherence to policies, procedures, and requirements of the Individuals with Disabilities Education Improvement Act (IDEA) as codified in 20 U.S.C. § 1400 et seq., its regulations communicated in 34 C.F.R Parts 300 and 301, and the rules of the State of Georgia communicated by the State Board of Education.

### **MULTI-TIERED SYSTEMS OF SUPPORT**

Committed to our mission of advancing educational justice for refugee and immigrant youth, GFACS is committed to uphold a framework that improves performance outcomes for all students. At GFACS, the Multi-Tiered System of Supports (MTSS) is a part of the general education program that is a systematic and collaborative process designed to meet the needs of each Fugee student through respectfully differentiated and individualized instruction. The system is grounded in evidence-based screenings and interventions that will provide different levels of support, as needed to maximize student growth and achievement, as well as, reduce behavior challenges.

### **STUDENT SUPPORT TEAM**

As part of MTSS, the Student Support Team (SST) works together to support some students who are identified as needing Tier 3 interventions. The SST is a part of the general education program. The SST will work with classroom teachers to monitor a student's progress based on specific interventions to determine if the interventions are increasing the expected skills.

Parents or guardians will be invited to participate in SST meetings. Student Support Teams are a function of general education.

## **SPECIAL EDUCATION & 504 ELIGIBILITY**

### **CHILD FIND**

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

under federal and state law.

Public school services include screening in areas of suspected disabilities, such as vision, hearing, autism, motor skills, speech, language, and general development. Evaluations in the schools are provided for several areas of suspected disabilities, including learning disabilities, speech and language development, orthopedic impairments, vision or hearing problems, intellectual disabilities, emotional behavior disorders, autism spectrum disorders, health impairments, traumatic brain injuries, and significant developmental delay.

*How can a student be referred?*

A referral may be made by anyone who has a concern about a child's development. All referrals are considered confidential. The parent retains the right to refuse services. Children may be referred by any of the following:

- Parents/legal guardians/foster parents
- Other family members
- Physicians/health care providers
- School system personnel
- Community agencies
- Private school personnel
- Others who are concerned about a child's development

*When should a child be referred to Child Find?*

A child should be referred when:

- A health or medical disorder interferes with development or learning.
- A child seems to have difficulty seeing or hearing.
- A child appears to have social, emotional or behavioral difficulties that affect his/her ability to learn.
- A child has a diagnosed progressive or degenerative condition that will eventually impair or impede the child's ability to learn.
- A child seems to have difficulty understanding directions like others that are his/her age.
- A child's speech is not understandable to family or friends.
- A child has difficulty with reading, math, or other school subjects.

*Where can I find out more about Child Find?*

Parents of students, kindergarten through 12th grade, who suspect their child may have a disability, should contact the teacher, MTSS Coordinator, or School Leader.



# SPECIAL EDUCATION SERVICES

## SPECIAL EDUCATION/504 ELIGIBILITY

Special Education is instruction designed to meet the unique learning strengths and needs of individual students with disabilities from birth through age 21. A child must be evaluated and identified as having a disability to be eligible for Special Education and/or related services. Programs are provided for students in all disability areas recognized by the State of Georgia. Disability categories are: Autism spectrum disorder, Deaf/blind, Deaf/Hard of Hearing, Emotional and Behavioral Disorder, Intellectual Disabilities, Orthopedic Impairment, Other Health Impairment, Significant Developmental Delay, Specific Learning Disability, Speech/language Impairment, Traumatic Brain Injury, Visual Impairment.

Students at GFACS will be evaluated for placement in Special Education in accordance with Georgia Department of Education guidelines, including review of any the following sources of information:

- Individually administered tests and tools
  - Academic achievement
  - Cognitive ability
  - Social/Emotional/Behavioral
  - Speech/Language
- Parent/Teacher/Child Questionnaires
  - Social/Emotional/Behavioral
  - Adaptive behavior
- Parent information and input Teacher input (verbal or written descriptions/analyzed classroom work samples)
- Schoolwide standardized testing results
- Medical information, as appropriate
- Classroom observations
- Prior testing done in private settings
- Prior testing done in other school settings, such as formative assessments from classroom

Student evaluation periods will last for no more than 60 days. During the evaluation period, all instruments will be scored, and the results analyzed and interpreted. Following the evaluation period, parents and teachers will come together for an eligibility meeting, where results of the evaluation will be discussed with the parent and educators and evaluation report(s) reviewed.

The eligibility meeting determines whether a disability exists and what the impact is on the education of the child. If there is an adverse impact, the team may determine that the student needs special education and related services. Evaluation report(s) and an eligibility report will be created regardless of whether the child is determined eligible or ineligible.

Following identification as eligible for special education services, a student will have an Individual Education Plan (IEP) put into place. The IEP is a legal document written for students determined to need special education services. This document addresses the unique abilities and needs and how the student will access the general education curriculum. This includes the special education and related services needed to participate in the educational environment. The IEP is developed by the IEP team - composed of the School Leader, the SPED Teacher, and the House Advisor. The IEP team is a group of individuals that is responsible for developing, reviewing, or revising an IEP for a child with a disability. The IEP team includes the following participants: the parents or guardian of the child, the LEA, not less than one regular education teacher, and related service providers when appropriate.

Further assistance regarding the IEP process can be accessed via the Georgia Department of Education. Questions regarding the referral, eligibility, and IEP process can be directed to the School Leader or to the Georgia Department of Education and/or the Georgia Learning Resource System (GLRS).

#### **NOTICE OF RIGHTS TO STUDENTS AND PARENTS FROM 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. The implementing regulations for Section 504 as set out in 34 CFR Part 104 provide parents and/or students with the following rights:

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33.
2. Your child has the right to free educational services except for those fees that are imposed on nondisabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.
3. Your child has a right to participate in an educational setting (academic and nonacademic) with 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. STUDENT SERVICES/ SECTION 504 PROCEDURAL

Our designated 504 Coordinator is Jovan Eatherly who may be reached at

[jovanfugeesacademy.org](http://jovanfugeesacademy.org).

## **504 Grievance Procedures**

GFACS encourages parents to attempt to resolve concerns by working with the School Leader or Dean of Students and other relevant personnel to reach a solution to a student issue. If a parent is unable to resolve the issue through these means, a parent may file a formal complaint under Section 504 through the following process:

### **Step I: School Leader or Dean of Students**

The complaint shall be presented orally or in writing to the School Leader or Dean of Students within ten (10) calendar days after the most recent incident upon which the complaint is based.

Any witness or other evidence should be provided at this time by the complainant.

The School Leader or Dean of Students will conduct an investigation taking into consideration the information provided by the complainant as well as performing an independent investigation into the complaint. During that investigation, the subject of the complaint shall be given the opportunity or provide evidence, defenses and other due process right in order to ensure that they receive

equitable treatment during this investigation.

Following the investigation, the School Leader or Dean of Students shall render a written decision within ten (10) calendar days of the filing of the complaint and that written decision shall be delivered to the complainant, the subject of the complaint, and any other relevant affected parties immediately following the decision being rendered. As a part of the decision, the School Leader or Dean of Students shall provide assurance and guidance to the complainant, the subject of the complaint, and any other relevant affected parties of the steps necessary to prevent future issues and how to correct the effects of the complained behavior if appropriate.

### **Step II: System Section 504 Coordinator**

If a complainant or subject of the complaint is dissatisfied with the decision of the School Leader or Dean of Students, they may appeal the decision by submitting a written statement of complaint to the System Section 504 Coordinator within ten (10) calendar days after they receive the decision from the School Leader or Dean of Students.

Following the appeal, the 504 coordinator shall meet with the filer of the appeal within five (5) days of the receipt of the appeal and will then undertake its own independent investigation, looking into the prior investigation and separately looking into any issues which were raised by the complainant as well as the prior investigation.

During the investigation by the 504 coordinator, the filer of the appeal shall be given the opportunity to provide evidence, defenses, and other due process rights in order to ensure they receive equitable treatment during the investigation.

The 504 coordinator will render a written decision within ten (10) calendar days after the meeting following the conclusion of its investigation. The written decision will be delivered to the filer of the appeal and any other relevant parties immediately following the decision being rendered.

As part of the decision, the 504 coordinator shall provide assurance and guidance to the filer of the appeal, and any other relevant affected parties of the steps necessary to prevent future issue and how to correct the effects of the complained behavior if appropriate.

### **Step III: GFACS Board of Directors**

If a complainant or subject of the complaint is dissatisfied with the decision of the System Section 504 Coordinator, they may appeal the decision by submitting a written statement of complaint to the CEO of the educational service provider within ten (10) calendar days after they receive the decision from the 504 coordinator.

Following the appeal, the Georgia Fugees Academy Charter School (GFACS) Board of Directors shall meet with the filer of the appeal at the next scheduled board meeting following the receipt of the appeal and will then undertake its own independent investigation, looking into the prior investigation and separately looking into any issues which were raised by the complainant as well as the prior investigation.

During the investigation by the GFACS Board, the filer of the appeal shall be given the opportunity to provide evidence, defenses, and other due process rights in order to ensure they receive equitable treatment during the investigation.

The GFACS Board will render a written decision within ten (10) calendar days after the meeting following the conclusion of its investigation. The written decision will be delivered to the filer of the appeal and any other relevant parties immediately following the decision being rendered.

As part of the decision, the GFACS Board shall provide assurance and guidance to the filer of the appeal, and any other relevant affected parties of the steps necessary to prevent future issue and how to correct the effects of the complained behavior if appropriate.

If the filer of the appeal is still dissatisfied after the GFACS Board review, or at any time during the District's complaint resolution process, the filer may find resources to file a complaint through the website of the U.S. Department of Education: [How to File a Discrimination Complaint with the Office for Civil Rights](#) (ed.gov) or file a complaint in writing with the Office for Civil Rights at the United States Department of Education:

U.S. Department of Education, Office for Civil Rights  
61 Forsyth Street S.W., Suite 19T10  
Atlanta, GA 30303-8927

<b>School Leader:</b>	William Chester	<a href="mailto:william@fugeesacademy.org">william@fugeesacademy.org</a>
<b>Dean of Students:</b>	Raphael Mulemba	<a href="mailto:raphael@fugeesacademy.org">raphael@fugeesacademy.org</a>
<b>System Section 504 Coordinator:</b>	Jovan Weatherly	<a href="mailto:jovan@fugeesacademy.org">jovan@fugeesacademy.org</a>
<b>CEO of the ESP:</b>	Luma Mufleh	<a href="mailto:luma@fugeesfamily.org">luma@fugeesfamily.org</a>

# GRIEVANCE PROCEDURES

## PARENT AND STUDENT COMPLAINTS AND GRIEVANCES POLICY

### Purpose

The purpose of this policy is to provide guidelines for parents and students for filing complaints against the school or employee of the school on any and all matters including complaints concerning Federal Programs: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title VI, Part B; the McKinney-Vento Act; School Improvement 1003(a) and 1003(g) (SIG).

### Policy Statement

Students and parents have the right and responsibility to express school related concerns and grievances to the faculty and administration. Students and parents shall be assured the opportunity for an orderly presentation and timely review of concerns which will not interfere with regular scheduled classes or school related activities.

### Process for Presenting a Complaint or Grievance

1. Step 1: The complaint or grievance should first be presented at the lowest level of authority as follows:
  - a. Classroom related concerns – to the Teacher
  - b. Extra-curricular related concerns – to the School Leader
  - c. All other School related concerns – to the School Leader
2. Step 2: If the Parent, Guardian, or Student does not agree with the result of Step 1, the complaint or grievance should be presented to the next level of authority as follows:
  - a. Regarding response to classroom concerns or Teachers – to the School Leader
  - b. Regarding response to extra-curricular concerns or Coaches – to the School Leader
  - c. Regarding response to other school related concerns or the School Leader – to the CEO of the ESP depending on the nature of the complaint
3. Step 3: If the Parent, Guardian, or Student does not agree with the result, an appeal may be filed with the next level of authority as follows:
  - a. Concerns regarding the School Leader – to the CEO of the ESP depending on the nature of the complaint
  - b. Concerns regarding the CEO of the ESP – to The Board

All official complaints must be presented to The Board in accordance with the Public Participation at Meetings of The Governing Board or Board Committees Policy section D number 2 Formal Appeals, Complaints, and Petitions.

### Responses to a Complaint or Grievance

1. The faculty and administration shall make an honest and forthright effort to resolve complaints or grievances as quickly as possible at the most immediate level of authority.

2. Decisions rendered by the Governing Board shall be considered final. Decorum for Presenting a Complaint or Grievance
3. Communication MUST be respectful and in a conversational tone at all times.
4. Presenters are cautioned that personally directed statements may be slanderous or defaming, and the individual speaker is liable for his/her statements.
5. Any teacher, staff member, or administrator shall have the authority to table any meeting considered to be unproductive, threatening, hostile, inappropriate, or lacking appropriate representation.

# ATHLETICS HANDBOOK

## **Purpose**

This athletic handbook is a supplement to Georgia High School Association rules and policies regarding participation in interscholastic athletics.

Participation in athletics at GFACS is a privilege. Students will be required to meet a high level of expectations set forth by GFACS. Participants will also be required to follow the rules and regulations set forth by the Georgia High School Association. The GFACS administration will enforce GHSA's policies and procedures with its students, and it is the students' responsibilities to meet these requirements in order to be eligible.

## **Mission**

GFACS places a strong emphasis on athletics and its power to help students reach their potential. GFACS' athletic program instills teamwork and leadership, as well as healthy habits, with the belief that active team participants are also more likely to succeed in school. All eligible students are required to participate in athletics.

## **Code of Conduct**

GFACS students must agree to a strict code of conduct set forth in the athletic registration packet. This includes, attending school and tutoring as scheduled, behaving well both on and off the field, and abiding by all rules at school, practice, and tutoring. If a student breaks one of these codes of conduct, their eligibility to play may be revoked by GFACS.

## **Eligibility**

In addition to the requirements set forth by GHSA, GFACS students must be passing all of their classes in order to participate in athletic events. The student must have passed all the classes the semester prior and the semester of play. Failing during that time will make the student ineligible for play.

## **Health Insurance / Student Accident Insurance**

While GFACS holds valid student accident insurance in case of emergencies, parents/ guardians will be responsible for all medical costs associated with athletic participation.

## **Physical Examinations**

Every student-athlete is required by GFACS and GHSA to have a current physical examination, and a completed consent/ release on file. It is the responsibility of the athlete and his/her parents/guardian



to make sure there is a current release on file.

### Missed Games and Participation

GFACS soccer players are expected to attend all scheduled games for a given team. Students are also expected to participate in soccer practice sessions. Missing practice or a game is just like missing school. If you miss more than two games or practices (excused or unexcused) you may be asked to leave the team.

### GUIDELINES FOR ADDRESSING UNWANTED BEHAVIORS

In response to input from teachers, coaches, families, and students we intend to offer clear and easy-to-use guidance for how we respond to maladaptive behaviors.

	Possible Behaviors	Responses
<p><b>STEP 01</b></p> <p>Developmentally appropriate, low-level misbehaviors that do not jeopardize safety or disrupt learning.</p>	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• More than 3 unexcused absences; more than 5 excused absences</li> <li>• Copying someone else's work</li> <li>• Misuse of technology/cell phone</li> <li>• Disruptive behavior</li> <li>• Being unkind</li> <li>• Out of area Profanity</li> </ul>	<ol style="list-style-type: none"> <li>4. Close the Loop conversation with the teacher</li> <li>5. Contact parent or caregiver by phone or in person</li> <li>6. Detention</li> </ol>
<p><b>STEP 02</b></p> <p>Misbehaviors that may present safety concerns or disrupt learning; may include Step 01 misbehaviors that are repeated or present a safety concern</p>	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• Step 01 misbehaviors that are repeated or present a safety concern</li> <li>• Possession or use of tobacco or vape</li> <li>• Fighting</li> <li>• Harassing or bullying</li> <li>• Sexual harassment</li> <li>• Vandalism</li> </ul>	<ol style="list-style-type: none"> <li>4. Close the Loop conversation with the teacher AND school leader or coach</li> <li>5. Contact parent or caregiver by phone or in person</li> <li>6. In-school suspension</li> </ol>
<p><b>STEP 03</b></p> <p>Misbehaviors that cause safety or legal concerns; may include Step 01 or Step 02 misbehaviors that are repeated or escalate to a safety or legal concern</p>	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• Step 01 or Step 02 misbehaviors that are repeated or escalate to a safety or legal concern</li> <li>• Possession or use of alcohol, drugs, or weapon</li> <li>• Threatening to do harm</li> </ul>	<ol style="list-style-type: none"> <li>3. Contact parent or caregiver by phone or in person</li> <li>4. Recommendation for suspension or expulsion</li> </ol>

**FUGEES CONTRACT AND SIGNATURE**

**SIGN AND KEEP THIS COPY**

**I have read the student and family handbook. I understand that I am responsible for the rules, policies, and traditions it describes. I understand the privileges and responsibilities that come with being a student at Fugees.**

Print name of parent/guardian: \_\_\_\_\_

Signature of parent/guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Print name of student: \_\_\_\_\_

Signature of student: \_\_\_\_\_ Date: \_\_\_\_\_

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**SIGN AND GIVE THIS COPY TO YOUR HOUSE ADVISOR**

**I have read the student and family handbook. I understand that I am responsible for the rules, policies, and traditions it describes. I understand the privileges and responsibilities that come with being a student at Fugees.**

Print name of parent/guardian: \_\_\_\_\_

Signature of parent/guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Print name of student: \_\_\_\_\_

Signature of student: \_\_\_\_\_ Date: \_\_\_\_\_