



ATLANTA
CLASSICAL ACADEMY

Family Handbook

2018-2019

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GOVERNANCE

BOARD OF DIRECTORS (BOARD)

Atlanta Classical Academy (“Atlanta Classical” or the “School”) is governed by its Board of Directors (the “Board” or “Board”). The Board operates in accordance with its bylaws and using the principles of policy governance. The Board has entered into a Charter Agreement with Georgia Department of Education and Atlanta Public Schools. The bylaws and Charter Agreement shall be available on the School’s website, www.atlantaclassical.org.

BOARD RESPONSIBILITIES

The Board is the governing body of the school and is responsible for overseeing the effective, faithful execution of the mission.

The Founding Board created Atlanta Classical Academy specifically to implement a traditional, classical, liberal-arts education guided by the following mission:

To develop students in mind and character through a classical, content-rich curriculum that emphasizes the principles of virtuous living, traditional learning, and civic responsibility.

The Board oversees budgeting and spending, community outreach, charter fidelity, compliance with applicable laws and regulations, and development to support the program.

More specific responsibilities of the Board include but are not limited to:

Advocacy

- Serving as ambassadors for the school by clearly protecting and articulating the school's mission and goals and by garnering support of the community.

School Leader Support

- Providing input and feedback to the Principal on campus-specific issues and concerns (e.g. school culture, discipline policy, student recruitment, etc.)
- Supporting the Principal by ensuring that he/she has the moral and professional support necessary to further the goals of the school.

Fiscal Accountability

- Participating in the budgeting process each year, providing advice and feedback to the Principal.
- Monitoring the management of financial resources by approving the annual budget and ensuring that proper financial controls are in place.
- Financial reporting of the Treasurer to the Board as required in the by-laws to ensure the Board is “hands-on” as it relates to fiscal controls and responsibility.

Development / Fundraising

- Assuring there are adequate resources for the school to fulfill its mission by raising funds from the local school community.

Compliance

- Monitoring and ensuring compliance with the Georgia Department of Education regulatory statutes and other local, state, and federal laws by regularly reviewing school policies, programs, and practices.
- Reviewing school data against charter and charter goals to ensure compliance with the vision, strategies, and objectives identified herein.

Other

- Serving as a source for appeals for parent and staff grievances that are unable to be resolved by the Principal.
- Actively recruiting new Board directors and advisory council members.

In summary, the Board is accountable for the academic, financial, legal, and operational performance of the School. The Board places responsibility for implementing its policies with the Principal, but the Board remains accountable.

CORE PRINCIPLES HELD TO BE NON-NEGOTIABLE BY THE ATLANTA CLASSICAL ACADEMY BOARD OF DIRECTORS

SCHOOL CULTURE

- Employees will model and encourage students to uphold the school's core virtues: courage, courtesy, honesty, perseverance, self-government, and service.
- Atlanta Classical Academy is an open enrollment school with no enrollment criteria outside of statutory and contractual requirements.
- Atlanta Classical Academy's educational philosophy requires a small K-12 atmosphere with a closed campus. This conscious choice ensures that all students are known and educated by caring adults.
- The Principal is accountable for the well-being of every student. Faculty members personally know each of their students as well as others.
- Students and employees adhere to a dress code.
- Discipline policies are designed to prevent interruption of teaching and learning as well as reinforce the core virtues.
- Classrooms are open for observation at any time by parents after Labor Day.

ACADEMICS

- Our educational philosophy is expressed in the article “What Kind of School Is Atlanta Classical?” as well as by the writings of E. D. Hirsch, Jr., T. O. Moore, and James Kilpatrick’s *Why Johnny Can’t Tell Right From Wrong*.
- Student services provides support to all students with academic and behavioral needs. Interventions utilized to achieve Atlanta Classical Academy’s expectations are targeted and specific to each individual student.
- Atlanta Classical Academy resists grade inflation and social promotion. Mastery of core subjects always takes priority. Latin is required in the Upper School. Successful completion of a senior thesis is a requirement for graduation.
- Students will be academically prepared to pursue multiple post-secondary options. Although most graduates will go on to college, students who do not intend to attend college will always be welcome at Atlanta Classical Academy.
- Literacy is taught through an explicit phonics program. Math is taught conceptually. Teachers frequently employ the Socratic method of discussion.
- Standardized tests do not drive the curriculum.

ROLE OF PRINCIPAL

- The Principal will implement a traditional, classical, liberal-arts curriculum.
- The Principal makes final decisions on curriculum, subject to the approval of the Board of Directors.
- The Principal, while chiefly the academic leader, is also responsible for the discipline, moral culture, operations, and financial priorities of the school.

TEACHERS

- The Principal employs teachers based on their mastery of an academic discipline, their ability to convey knowledge to young people, and their capacity to maintain order and decorum in the classroom. Licensure is not a condition of employment, except in the case of Special Education.
- Atlanta Classical Academy teachers are treated as professionals. Their professional development consists of required training sessions at the end and the beginning of each school year, to be coordinated by the Principal.

PARENTS AND STUDENTS

- Parents’ support of the school’s academic and moral mission is essential. Parents are encouraged to learn more about the school’s philosophy and curriculum in order to help support and guide their students.
- To thrive at Atlanta Classical, students must be polite and attentive in class and have a strong work ethic and willingness to learn.

FISCAL RESPONSIBILITY

- Our budgeting philosophy is conservative. We do not expend funds until we know they are in our possession. When budgeting, first priority is given to instructional materials, then faculty salaries, then other areas of the school deemed important by the Administration and the Board.

CONFLICT OF INTEREST POLICY

Board Members will confirm annually that they have no inappropriate conflicts that would preclude them from faithfully serving Atlanta Classical Academy with fidelity. Board Members shall keep on file and update at least annually the Conflict of Interest disclosure forms as required by Atlanta Public Schools and the Georgia Department of Education.

ADHERENCE TO LAW

CHARTER AGREEMENT

The Board will adhere to federal, state, and local laws identified explicitly or implicitly in the Charter Agreement. In most instances, when the Board has been granted autonomy through its full flexibility waiver, the Board will develop its own policy.

OPEN MEETINGS ACT

The Board will adhere to the Georgia Open Meetings Act. The Board will:

- Establish a set schedule of meetings;
- Post meeting dates in a conspicuous location (date, time, location);
- Post agendas not more than 2 weeks in advance but at least one week before a meeting;
- Post and place 24-hour notice for emergency called meetings in a local news vehicle (e.g., paper) and MUST state the reason for the emergency meeting in the notice;
- Provide specific agendas for meetings to advise the public of the matters expected to come before the Board. Matters not on the agenda can be addressed if not anticipated before the meeting by amending the agenda.
- Keep minutes of all Board Meetings, including members present, description of motions or proposals, record of votes.

COMMUNITY COMMENTS AT PUBLIC MEETINGS

The Board welcomes public comments at each Board meeting. Community Comments are limited to 2 minutes. To ensure the accurate representation of the comments in the Board's meeting minutes and to ensure that the Board can accurately address the issues presented, it is requested that these comments also be submitted in writing.

If a non-Board member would like to make a comment, offer information, or has a question, he/she should raise his/her hand to indicate a desire to speak. Comments must be relevant and not reflect information about a specific student, faculty member, or a personally identifying situation. Such interjections will be recognized at the discretion of the Board Chair.

EXECUTIVE SESSION

The Board Chair shall permit Executive Sessions for *meetings when discussing or deliberating upon the appointment, employment, compensation, hiring, disciplinary action or dismissal, or periodic evaluation or rating of a(n)... employee or interviewing applicants for (a) position of (employment). The vote on any matter covered in this paragraph (if required) shall be taken in public. Adapted from O.C.G.A. §§ 50-14-3 (b)(3).*

OFFICIAL POSTING PLACE FOR COMMUNICATIONS

Committee meeting times and agendas are visibly posted in the front office and on the school web site. Board of Directors meeting agendas are posted in the same manner.

OPEN RECORDS ACT OF GEORGIA

The Board shall be subject to Freedom of Information Act (FOIA)/Open Records Act of Georgia requirements.

POLICY MAKING

The Board shall operate according to the policy governance model. The Board shall be solely responsible for adopting, repealing, or amending governance policies for Atlanta Classical Academy. The Principal shall be solely responsible for reasonably interpreting those policies and executing them. The Principal shall be responsible for maintaining all school-level operating procedures, policies, and manuals.

FUNDRAISING

Fundraising activities must not undermine the mission and philosophy of the school. Students of Atlanta Classical Academy will not engage in door-to-door sales of any kind.

PARENT GRIEVANCES

GRIEVANCE RELATED TO THE CLASSROOM

This school firmly believes that adults must be models of good character even in the most difficult situations. Should a parent have a grievance concerning a particular class or the Administration of the school, that grievance should be resolved using the following chain of command. Issues that arise in a particular classroom should always be addressed to the teacher first since the teacher always has more direct knowledge of the student than anyone else.

The Teacher: Parents should schedule a meeting with the teacher through the office. Under no circumstance is it ever acceptable for a parent to confront a teacher about an issue with students present, including his/her own.

The Dean of Students: If the grievance cannot be resolved with the teacher, and the matter regards discipline, the parent should discuss the matter with the Dean of Students.

The Principal: If the grievance cannot be resolved with the teacher in matters regarding academics, or the Dean of Students in matters regarding discipline, the parent should discuss the matter with the Principal.

The Board: If the grievance cannot be resolved with the Principal, the parent should refer the matter to the Board.

Parental concerns and grievances may also be raised during the community comments portion of the Board of Directors meeting. The concern or grievance must be submitted in writing, and no more than two minutes will be granted. Grievances or discussions involving specific personnel will not be entertained at a public meeting. It is recommended that the concern or grievance be addressed in one of the aforementioned steps before using this option.

GRIEVANCE RELATED TO AN ADMINISTRATOR

Grievances regarding an administrator should be directed to the individual first, then in writing to the Board.

IMPORTANCE OF FOLLOWING THE CHAIN-OF-COMMAND:

The practice of following the chain of command in communications with the school on matters concerning particular students encompasses far more than grievances. It refers to parents' communication of any kind that seeks or requires an action on the part of the school regarding their students. Atlanta Classical understands that parents will have questions, opinions, and comments that need to be expressed concerning their children's education. Such communication can be very helpful to the running of the school.

Our preference is that such communication be expressed initially to the teacher or teachers of the child. If further communication is warranted, the parent should consult the appropriate administrator (Dean of Students or Principal), according to whether the matter concerns discipline or academics. If further communication is warranted after seeing an administrator, then the parent should refer the matter to the Board, as needed.

The Board is not the first point of contact and therefore will refer communications that seek response or action to the appropriate members of the Administration.

The reason for this chain of command is that the teacher invariably has the most direct knowledge of the child and can usually do more to remedy or ameliorate a situation than can an administrator or board member. We understand that some parents are "conflict averse" and do not want to bring up a potentially difficult issue with a teacher. Nonetheless, the teachers are eager to help each child in whatever way possible.

Some situations, admittedly, seem by their very nature to warrant a discussion with the Principal initially. For example, parents may have questions or concerns about the overall homework load or a particular way of teaching, such as the Socratic method. As a result, it is easier and more expedient to speak to the Principal first. In these cases, however, it is always better for the parent to have as much specific information as possible so the Principal can act on that information.

ACADEMIC POLICIES

EDUCATIONAL PRIORITIES

The Board desires that all students receive a classical liberal arts education. To this end the Board has determined the following educational priorities.

- Basic cognitive skills and academic fundamentals: reading/writing/mathematics;
- Core subjects: English language and literature; history, geography, and government; physical and biological sciences; mathematics;
- Other classical subjects: music; art; Latin;
- Auxiliary subjects: foreign languages, physical education, performing arts, other social sciences; and
- Extracurricular activities as defined by the Principal.

K-8: The K-8 curriculum will follow the Core Knowledge Sequence. Occasionally, the School will diverge from the Core Knowledge Sequence in order to raise the standards in teaching a particular skill or subject. The Board and Principal will determine these instances. The Principal will ensure that all skill areas in the K-8 Core Knowledge Sequence are taught at some point in grades K-8.

9-12: The High School will feature an advanced arts and sciences curriculum. The objective of the high school curriculum is to explore issues and texts intensively rather than to offer a superficial “covering.” The humanities program will be centered on a coordinated Western Civilization sequence. In all humanities courses, priority will be given to original sources and great works as opposed to textbooks. Mathematics and the sciences will offer rigorous training in the fundamentals and theories of these disciplines. Students will receive extensive training in analytical thinking and the scientific method. In all subjects, textbooks will be used as a resource, not as the basis of the curriculum.

Teachers must develop their courses under the direction of the Principal, who is the chief academic leader and accountable to the Board.

HOMEWORK & CLASSWORK

Homework is a fundamental part of our general academic program. It prepares students for high school and college and for entry into the working world upon graduation. It also helps develop a strong work ethic and habits of organization. Homework’s immediate educational purpose is:

- to reinforce skills and concepts and knowledge learned in class;
- to develop good skills and habits of study;
- to practice skills and reinforce knowledge in ways that are not readily accomplished in the classroom;
- to work on assignments, such as the writing of papers, and prepare for exams that require a great deal of sustained, individual attention;
- to prepare for the following day’s work so that the most can be made of class time; and
- to inform parents of what is being taught in the classroom.

In addition to regular classroom assignments, we would like each younger child to read, or be read to, at least three times a week and preferably every day. As cited in *A Nation at Risk*, “the single most important factor for determining whether children will go to college is being read to as a child.” Going to college is not necessarily a goal for everyone, but becoming a thoughtful reader should be if one hopes to be knowledgeable, wise, insightful, and competitive throughout one’s lifetime. We believe that becoming a competent reader is critical to being a good student and the first step to being able to explore the world. Reading to a child encourages the child’s growth and also elevates and informs conversation within the family. In the upper grades, the extra reading time (roughly half an hour) allows for the increasing length of great works of literature.

The expected homework time allotment for each grade is as follows:

Kindergarten	10 minutes plus family reading time
Grade 1	10 minutes plus family reading time
Grade 2	20 minutes plus reading time
Grade 3	30 minutes plus reading time
Grade 4	40 minutes plus reading time
Grade 5	50 minutes plus reading time
Grade 6	60 minutes plus reading time
Grade 7	70 minutes plus reading time
Grade 8	80 minutes plus reading time
Grades 9 -12	2 hours plus reading time

The designated times serve as guidelines and may vary depending on the work assigned on a given day, the schedule, the student’s organizational skills and study habits, the varying abilities of the students, and the nature of the assignments. Students are expected to learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor. Advanced or honors classes may require additional homework time. It is generally understood that writing papers and studying for exams take more time than regular classroom assignments. For that reason, the end of a term does result in a peak in the homework load. Nonetheless, teachers will make every effort to give assignments well in advance, and students will be encouraged to work on those longer assignments steadily, so that students are able to manage their homework along with other activities and adequate sleep. In the upper school, students will often have the opportunity of taking a study hall, thus reducing the amount of time at home that must be devoted to homework.

For poor or uncompleted work, teachers may require students to redo an assignment. Whether such work is given any credit is left to the discretion of the teacher. Students are expected to complete all their homework.

GRADING POLICY

Grading is not the be-all and end-all of education. If anything, some students put more emphasis on grades than their teachers do. The grade a student receives in a class is subordinate to the knowledge the student acquires. Still, grades are a useful tool to evaluate the extent to which a student has mastered a particular subject. Therefore, grades will be assigned in all classes and subjects. Atlanta Classical Academy will assign grades in order to accurately reflect the range between true mastery and insufficient knowledge of a subject.

Grade inflation will be discouraged. In relation to the student's performance, the following letter grades have these meanings:

A	Mastery
B	Proficiency
C	Sufficiency (Competence)
F	Failing

In addition to these general parameters, Atlanta Classical uses a 4.0 grading scale. The letter and numerical grades for this system are listed below:

A	94-100%	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
F	0-69	0.0

The grading scale as defined above is utilized for all students with the exception of kindergarten and first grade, where the scale will reflect A (Mastery), B (Proficiency), C (Sufficiency/Competence), and I (Needs Improvement and Remediation). Incompletes will only be given under special circumstances and must be approved by the Principal. Parents and students should be regularly informed of the student's progress.

"Extra credit," whether to make up for work not turned in on time or to increase a student's grade, will be discouraged at Atlanta Classical.

TEACHER CONFERENCES

Parent/teacher conferences are scheduled in the fall and spring semesters, generally between 4-8 p.m. Arrangements for additional conferences may be made with your child's teacher before or after school hours.

ACADEMIC TEXTBOOKS AND SUPPLIES

Students will receive a variety of books and materials. All books will have an Atlanta Classical Academy barcode on the back in the upper right-hand corner. The resource room will use two different barcodes. The first barcode will start with a "TB" followed by 6 digits. TB stands for textbook. These items should be returned to the school at the end of the year. Other books, mainly literature and workbooks, will be labeled with a barcode that begins with "SB" which signifies a student book. Once checked out to the individual student, SBs become the property of the child (meaning that our students will be building their own collection of the classics).

Materials that are loaned or given to students are to be treated appropriately. Students are responsible for these materials. If materials given or loaned to a student are lost or damaged, the student must pay for any needed replacement.

In the case that reimbursement has not been made to Atlanta Classical Academy for lost or damaged materials, no further materials will be issued to that student until the past due fees are paid.

REPORTING

For students to be successful, both they and their parents should be informed of their standing in class. In addition to the regular grading of assignments, the following means will be employed to inform parents of their student's academic progress:

- Soon after the beginning of the year, teachers will send home an initial evaluation of the students' progress.
- If a student is determined to be significantly below grade level, a meeting will be scheduled with a parent, the teacher, and other faculty as deemed appropriate.
- Interdisciplinary Reports: These reports are sent home half-way through each quarter to students with a C minus grade or lower in any subject.
- Once a semester (after the first and third quarters), parent-teacher conferences are scheduled to discuss the students' academic progress. Parents will receive report cards at the conference.
- Semester report cards will be mailed home.
- Grades will be posted within 7 business days after the due date unless otherwise notified by teacher on the syllabus.
- Final report cards will be mailed approximately two weeks after the end of the school year.

SCHEDULE CHANGES

There will be no class schedule changes during the semester unless it is deemed in the best interest of the student by the school as determined by the Principal.

PLAGIARISM

Plagiarism will not be tolerated by any teacher in any subject. The entire system of assessment rests on the assumption that the work a student turns in is his or her own. Plagiarism compromises this system, is unfair to other students in the class who do their own work, and constitutes a form of theft of others' ideas and labor. Plagiarism is defined as *the appropriation of another's ideas or words in order to present them as one's own*. An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply rephrasing an author's words can also constitute plagiarism. The words of authors can only be used when properly quoted and cited. Teachers will provide the guidelines of acceptable citation. When in doubt, the student has the responsibility to ask how an author should be used in an assignment.

Whenever a student has been caught plagiarizing, the following process will be followed.

- The teacher will keep a copy of the student's assignment and, whenever possible, a copy of the plagiarized work.
- The teacher will discuss the matter with the student.
- The teacher will inform the Dean of Students and Principal of the plagiarism.
- A disciplinary referral will be issued.
- Either the teacher or the Dean of Students will inform the student's parent of the plagiarism.
- The student will receive an F on the assignment if it is the first offense.
- For a second offense, the student will fail the entire course, and further disciplinary action, to include suspension or expulsion, may be instituted.
- High school students found guilty of academic dishonesty or similar serious offenses may, if applicable, lose the status of valedictorian or salutatorian.
- Instances of plagiarism may be placed in the student's permanent record.

CHEATING

Like plagiarism, cheating will not be tolerated by any teacher in any subject. *Cheating occurs when a student uses someone else's work or a prohibited source of information in order to gain an unfair advantage on a test or an assignment and to avoid doing his own work*. Cheating comes in many forms. One student copying off another, a student using a "cheat sheet" to answer questions on a test, and a student trying to pass off another student's work as his own are examples of cheating. The same process outlined for plagiarism will be followed for instances of cheating. A student who allows others to copy his work will also be held accountable in the same fashion.

A disciplinary referral will be issued if cheating has occurred. High school students found guilty of academic dishonesty or similar serious offenses may, when applicable, lose their status as valedictorian or salutatorian.

PROMOTION & RETENTION

GENERAL

It is our goal for parents, teachers, and students to work together during the year to ensure that students are developing responsible work habits and attaining a sufficient level of understanding in their courses.

The following criteria for promotion and retention are established in accordance with Georgia Statute (O.C.G.A. Sections 20-2-282, 283, 284, 285), State Board of Education rules, and local expectations. It is the policy of the State of Georgia that the placement or promotion of a student into a grade, class, or program should be based on an assessment of the academic achievement of the student and a determination of the education setting in which the student is most likely to receive the instruction and other services needed in order to succeed and progress to the next higher level of academic achievement.

ATTENDANCE

Atlanta Classical Academy may consider a student's unexcused absences when determining course grades and/or promotion or retention for the next school year.

ELEMENTARY SCHOOL PROMOTION CRITERIA

Literacy:

Solid literacy is the foundation of all learning. Without the ability to read well, a student cannot advance in English, history, the sciences, the arts, and mathematics. Since language is the basis of all human interaction, a person cannot thrive independently in the world when possessed of only a halting literacy. The ability to read, particularly in the early elementary grades, will therefore be a requirement for promotion. The school will follow the criteria of reading competency set forth in the Riggs Phonics program.

Kindergarten:

- The student must be recommended for promotion by the classroom teacher and Principal based on satisfactory classroom performance. (Local Board of Education)
- The classroom teacher and additional reading support personnel will make recommendations for placement based on student progress in the Riggs Phonics Curriculum.
- The teacher will also make placement recommendation based on the student's behavior and maturity level as observed in the classroom setting.

Grades 1-2:

- The student must perform at or above grade level in English and Language Arts and mathematics on the student report card. (Local Board of Education)
- Grade level performance is determined by mastery of academic skills as measured by classroom and standardized assessments.
- The student must be recommended for promotion by the classroom teacher and Principal based on satisfactory classroom performance. (Local Board of Education)

- The classroom teacher and additional reading support personnel will make recommendations for placement based on student progress in the Riggs Phonics Curriculum.

Grades 3-5:

- The student must perform at or above grade level in English and Language Arts and mathematics on the student report card. (Local Board of Education)
- The student must be recommended for promotion by the classroom teacher and Principal based on satisfactory classroom performance. (Local Board of Education)
- Grade level performance is determined by mastery of academic skills as measured by classroom and standardized assessments.
- No 3rd grade student shall be promoted to the 4th grade if the student does not achieve grade level on the state-adopted assessments (Georgia Milestones) in reading and mathematics and meet promotion standards and criteria established by (a) the local board of education (Atlanta Public Schools) and (b) Atlanta Classical Academy. (State Board of Education Policy 160-4-2-.11).
- No 5th grade student shall be promoted to the 6th grade if the student does not achieve grade level on the state-adopted assessments (Georgia Milestones) in reading and mathematics and meet promotion standards and criteria established by (a) the local board of education (Atlanta Public Schools) and (b) Atlanta Classical Academy. (State Board of Education Policy 160-4-2-.11).

Grade 6:

- The student must perform at or above grade level in reading, language arts and mathematics on the student report card. (Local Board of Education)
- The student must be recommended for promotion by the classroom teacher and Principal based on satisfactory classroom performance. (Local Board of Education)

UPPER SCHOOL PROMOTION CRITERIA

Grades 7-8:

- The student must perform at or above grade level in reading, language arts and mathematics on the student report card. (Local Board of Education)
- The student must be recommended for promotion by the classroom teacher and Principal based on satisfactory classroom performance (Local Board of Education)
- A student must attain a 1.7 GPA in core courses (English, history, math, science). In order for a student to attain a core GPA of 1.7, he or she must earn at least a C- across the four core courses.
- A grade of F in a core course will require the student to retake the class.
- No 8th grade student shall be promoted to the 9th grade if the student does not achieve grade level on the state-adopted assessments (Georgia Milestones) in reading and mathematics and meet promotion standards and criteria established by (a) the local board of education (Atlanta Public Schools) and (b) Atlanta Classical Academy. (State Board of Education Policy 160-4-2-.11).
- For students who do not achieve grade level on the Georgia Milestones, a retest and placement process will be followed in accordance with State Board of Education Policy. This includes the participation of a placement committee comprising of the Principal, the student's parent or guardian, and the teacher(s) in the content areas(s) in which the student did not achieve grade level on the state-adopted assessment. (State Board of Education Policy 160-4-2-.11)

Grades 9-12

- Freshmen must earn 6 credits to be considered Sophomores (4 core, including 1 unit each in English/Language Arts, Mathematics, Science, and History).
- Sophomores must earn 12 credits to be considered Juniors (8 core, including 2 units each in English/Language Arts, Mathematics, Science, and History).
- Juniors must earn 18 credits to be considered Seniors (12 core, including 3 units each in English/Language Arts, Mathematics, Science, and History).
- Seniors must earn 24.5 credits to graduate.
- Except for semester courses, subjects in the High School are taken as yearlong courses. Each semester of a yearlong course carries 0.5 credit.
- Students must take at least 5 credits per year and are limited to 7 credits per year.
- Grades between A and C- will earn 0.5 credits per semester. No credit is awarded for an F. Failing a core course will require the student to retake the class.
- While a C- will be considered a passing grade and awarded credit, the student support team (teachers, Principal, Dean of Students, and Student Services) may meet with the parent and discuss repeating the course on a case-by-case basis. For example, if a student receives a C- in a foundational course--where mastery of content is critical for student success in subsequent courses--the school team may recommend that the student repeats the course.
- A failure in any subject for either semester may result in a recommendation for summer credit recovery through the Atlanta Virtual Academy, or summer courses offered at Atlanta Classical Academy. Failure to recover credits over the summer when recommended could require repetition of the entire course during the following school year, affecting the date of graduation. Atlanta Classical Academy does not guarantee that every failed course will be offered in the summer.
- Students are not permitted to take makeup courses through a summer program other than those recommended by Atlanta Classical Academy.
- Students earning credits over the summer must submit records of credits earned to the registrar upon passing the appropriate End-of-Course (EOC) standardized assessment. Students must pass the End-of-Course assessment in order to receive credit.

GRADUATION REQUIREMENTS

The following are required to earn a High School diploma:

- 24.5 credits (per the course distribution matrix listed in Appendix 2)
- Cumulative GPA of 2.0 or higher on a 4.0 scale
- 1 year of Latin
- Per Georgia DoE requirements, students must pass the following End-of-Course standardized assessments:

Mathematics	Algebra I Geometry
Social Studies	United States History Economics/Business/Free Enterprise
Science	Biology (Physical Science – not offered)
English / Language Arts	Ninth Grade Literature and Composition American Literature and Composition

- A special education diploma may be awarded to students with disabilities assigned to a special education program who have not met the state assessment requirements referenced in State Board of Education Rule 160-3-1-.07 Testing Programs- Student Assessment, or who have not completed all of the requirements for a high school diploma but who have completed their Individualized Education Program (IEP).

SPECIAL EVENTS AND PARTIES

Special events held during the school day must be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum.

Any special event must be approved by the Principal a minimum of 2 weeks prior to its planning. Approval for one year does not carry over to the next.

Atlanta Classical recognizes that birthdays are a special day for our students. We must also ensure that parties and celebrations do not disrupt the instructional day or interfere with the health and safety of all of our students. Parents, visitors, staff, and students may not bring food into the school to share with students with the exception of two parties per year: a winter break party and an end-of-the-year party.

To clarify, parents and visitors may not bring in birthday cupcakes, donuts, or other treats to share with children on their child's birthday. Parents are encouraged to eat lunch with their child on his/her birthday and to read a book to the child's class in honor of the birthday.

Neither the School nor PTCA will use food or beverages as rewards or incentives for academic performance, good behavior, or goal attainment.

SPECIAL EVENTS – GUEST SPEAKERS

Guest speakers presenting during the school day must speak on topics covered in the course or grade. If possible, the students should be studying the given topic at the time of the presentation.

Guest speakers must be approved by the Principal prior to the invitation being extended. Approval must still be obtained for guest speakers used in the previous school year. Approval for one year does not carry over to the next.

Guest speakers who cover controversial topics must be screened by the Principal. The screening may include an interview of the guest by the Principal or designee. Parents must be notified prior to guest speaker presentations on controversial issues, including religions covered in the Core Knowledge sequence. Parents may have students excused from such presentations, in which case the student will be supervised in a silent study hall. Teachers will provide permission slips to parents as notification of a guest speaker covering controversial issues and indicate an option on the permission slip for student to be excused.

SPECIAL EVENTS – FIELD TRIPS

Field trips should be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum. Field trips must be approved by the Principal a minimum of one month prior to planned execution. The field trip planner will work with the Administration and staff to ensure that all procedures are followed.

EXTENDED FIELD TRIPS

All extended field trips require Board approval a minimum of 90 days (180 days outside the U.S.) prior to the trip. All students attending the extended field trip must have the approval of the administrators of Atlanta Classical Academy. All extended field trips must have liability insurance protecting all the trip attendees and the school. Any liability insurance not covered by the school's policy must be paid for by the fees charged to trip participants. Any increases in the costs of extended field trips (due to inflation, changes in exchange rates, etc.) must be paid for by increases in fees of trip participants. All adults attending the field trip are required to be currently registered volunteers. The field trip planner will work with the Administration and staff to ensure that all procedures are followed.

ELIGIBILITY FOR SPORTS AND EXTRACURRICULAR ACTIVITIES (K-12)

Students are ineligible for extracurricular activities if they have one F in any subject(s). Academic eligibility will be determined with quarter-ending grades. Ineligible students will remain ineligible for the remainder of the following quarter. Two disciplinary referrals in one quarter or three in one semester will render a student ineligible for any extracurricular activities for the remainder of the semester. Four disciplinary referrals will render a student ineligible for all extracurricular activities and functions for the remainder of the school year. The Dean of Students or Principal may deem a student ineligible for the following season or for off-campus field trips based on repeated misconduct.

PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES BY NON-ENROLLED STUDENTS

Only enrolled students may participate in Atlanta Classical Academy extra-curricular activities.

TEACHING CONTROVERSIAL ISSUES

Controversial issues are defined as contemporary problems, subjects, or questions of a political or social nature where there are entrenched differences of opinion and passions run high. Controversial issues will be explored only when emanating from some part of the curriculum in grades 9 through 12. When these subjects come up, teachers will present an impartial view of all sides of the issue without proselytizing. Contemporary controversial issues will not be discussed in the elementary school even if part of the Core Knowledge sequence without Principal approval. No part of the curriculum will be used to undermine the nobility of America's experiment in liberty and self-government under the rule of law.

TEACHING EVOLUTION

Atlanta Classical Academy embraces a rigorous program in the natural sciences. In biology, the school will teach the theory of evolution as found in the standard high-school biology textbooks and as also taught at the college level in both secular and religious colleges. The theory of evolution is largely misunderstood today by the general public. Much of what constitutes the teaching of evolution concerns adaptation of species to their environment and change over time. A great many of these phenomena are observable. A very small percentage of evolutionary theory deals with the more controversial issue of the origins of life. This latter aspect of evolution, to the extent it is taught, will be introduced to students briefly with a great deal of circumspection; it is not a central part of the theory. Furthermore, the study of science will be confined to the investigation of the physical world. It is not the place of science to make metaphysical claims nor to confirm or deny the validity of religion or the existence of God. Atlanta Classical recognizes a clear distinction between *science* and *scientism*. Science is the continued research into the natural world in order to find the most plausible explanations for natural phenomena. Scientism is the belief—and it is a belief—that science is the *only* means of understanding our world, thus excluding other ways of interpreting the world, such as through literature or religion. Keeping in mind this distinction, the teachers at Atlanta Classical Academy will leave matters of faith up to students and their parents. The role of a teacher in a public school is neither that of preacher nor of skeptic. Rather, teachers of history, when called upon by the curriculum, will teach the history of religion without either advocating or undermining religion in general or any specific faith. Likewise, science teachers will teach science without foundational reliance on religion. Teachers, students, and parents must realize that a biology class has a particular purpose and is not the proper venue for a philosophical or theological discussion on the existence of God or claims relating to the activity of God or absence thereof in the natural world.

ROLE OF PARENTS AND SCHOOL IN RELATION TO HUMAN SEXUALITY

We believe parents own the fundamental responsibility for their children's education, which includes the areas of morality and sexuality. The school's role, at most, should be viewed as a supportive one. It is apparent that sexuality is more than biology and physiology. It also encompasses morality, spirituality, and the emotions. Because it is a part of the whole human experience, it must be taught with circumspection and sensitivity.

We believe children are naturally modest concerning their bodies and are not ready to learn everything at once. They are naturally curious, however, and need to get answers to their questions in a way appropriate to their stage of development. In teaching this topic, we want to minimize the embarrassment associated with it for both children and parents.

TEACHING HUMAN SEXUALITY

We will teach the Core Knowledge Sequence in the fifth grade, which includes a discussion on the reproductive organs, reproduction, and the menstrual cycle. The class will be taught in a gender-separated environment. Parents will have the opportunity to preview the materials the class will be reading, on which the discussion is based. Parents will also have the opportunity to attend a meeting with the teacher(s) prior to the section on sexuality. Sexual intercourse will only be discussed in the context of a monogamous relationship between two people of opposite sexes. Depending on the general maturity level of the 5th grade students, Atlanta Classical may decide that this curriculum is too much information and less necessary for students at this stage of development and therefore delay these lessons for a later time.

Parents will have the choice of having their children opt out of this portion of the class, which will be taught during the regular science time.

In the upper school, themes that deal with sexuality may emerge from the reading of a serious text, such as *Anna Karenina* or *Brave New World* or *The Scarlet Letter*. When these topics do emerge from the curriculum itself, teachers will engage the material in a serious way.

In the higher grades, students may be involved in discussions concerning sexuality and sexual restraint as these issues affect their living a moral and responsible life. Such discussions will always be led by the Administration or a faculty member who has the full confidence of the Principal in these matters. Moreover, parents will always be notified of these discussions before they take place in case parents wish their children to opt out.

In addition, as mandated by the state, sex education will be taught in the high school in the context of human health. Sex education via the health class will be taught in a gender-separated environment.

Character education is an integral part of our program. Sexuality involves serious moral decision-making. It is important to help children build the capacity to make and abide by sound moral choices. We would like our teaching of human reproduction to be a springboard to initiate and facilitate discussions between parents and children on this sensitive subject.

Employees will not discuss their personal lives on such matters with students.

VIDEO VIEWING POLICY

From time to time, videos or other media may be used to support the lesson. To be used in class they must meet a specific curricular objective and will not have profane language or sexually explicit material. Teachers must receive prior approval from the Principal to show a video. Teachers are responsible for previewing videos to ensure that they are appropriate.

STUDENT AGENDAS POLICY

Organization is an important part of self-government and is woven into our curriculum. To help students manage their assignments, students will be given a “planner” or agenda. This planner will allow students to write down assignments and encourage teachers and parents to communicate regularly. The planners should go home every night and provide parents with a convenient method to monitor their student’s work. In grades 7-12, the planner may serve double duty as a hall pass. All students must have a planner. If lost, the replacement cost is \$5.00.

SCHOOL LIFE & ENVIRONMENT

ATTENDANCE

Regular attendance is important to ensure achievement in school. We discourage vacations and trips taken during the school year. We also discourage doctors' and other appointments when avoidable. When those appointments are unavoidable, students are responsible for any make-up work during their absence. Assignments that are not made up, according to the time restrictions set by the teacher and school, will be reflected in their grades. It is helpful to both student and teacher to make prior arrangements to meet that requirement.

	School day begins	School day ends
Elementary (K-6):	8:00 a. m.	2:30 p.m.
Upper School (7-12):	7:45 a.m.	3:00 p.m.

Students who arrive after 11:00 a.m. will be considered absent for the day. Students who depart before 1:00 p.m. will be considered absent.

TARDINESS

Students who arrive after the beginning of the school day will be considered tardy. Students must make it not only to the school but to class on time to avoid being tardy. Students who are either tardy or returning to school from an appointment must be signed in at the front desk by a parent. Students will be issued a tardy slip (red) or a returning slip (green) and will be required to deliver this slip to their teacher when they enter the classroom. In the upper school, tardy students may be held out of class for the period affected to keep from disrupting the class. Repeated tardiness may affect a student's "seat time" and therefore his eligibility for promotion. Tardiness may be considered an unexcused absence for that class.

UNEXCUSED TARDIES
ARRIVAL TO SCHOOL AFTER
7:45 A.M. for Upper School Students / 8:00am for Lower School Students

<u>Tardies</u>	<u>Consequence</u>
At 3 rd Occurrence	Letter and Email sent to parent notifying them that their child has at least 3 unexcused tardies, explains the attendance expectations, and lists the penalties that come along with increased tardies.
At 5 th Occurrence	Mandatory parent conference with the Dean of Students
At 6 th Occurrence	Mandatory parent conference with the Dean of Students and the Principal. Student will be ineligible from participating in extracurricular activities.
At 8 th Occurrence	Referred to Social Worker for intervention
At 10 th Occurrence	Social Worker refers parent/guardian to Fulton County Court System for Educational Neglect

ABSENCES (EXCUSED/UNEXCUSED)

The following will be considered excused absences:

- Absences for medical reasons;
- Absences for religious holidays;
- Absences for mental or emotional disabilities;
- Pre-arranged absences of an educational nature that are approved by the Principal (e.g., visits to colleges for high-school students; scheduled, performance-related activities);
- Attendance at any school-sponsored activity;
- Bereavement (please notify the school if absence will extend beyond three days)

For these excused absences, students will have one day for every day absent after coming back to school to make up the work missed. The school will require suitable proof of excused absences, including written statements from medical sources.

All other absences will be considered unexcused absences. Students will not receive credit for academic work missed during unexcused absences.

Students who have accumulated 5 unexcused absences or 5 tardies at any time throughout the school year may not be permitted to:

- Participate in school field trips
- Attend school dances
- Receive student-of-the-quarter or honor or high honor roll awards
- Serve on student government
- Participate in extra-curricular activities and programs
- Participate in school sports

UNEXCUSED ABSENCES FROM SCHOOL

<u>Absence</u>	<u>Consequence</u>
At 3 rd Occurrence	Letter and Email sent to parent notifying them that their child has at least 3 unexcused absences, explains the attendance expectations, and lists the penalties that come along with increased absences
At 5 th Occurrence	Mandatory meeting with the Dean of Students. Student will be ineligible from participating in extracurricular activities

At 6 th Occurrence	The student may be referred to the school social worker. Once referred, the intensity of strategies and interventions is increased; including a referral to community agencies, home visit, and parent workshops/trainings
At 8 th Occurrence	The social worker may refer the student and parent to Juvenile Court if parent(s)/guardian(s) are noncompliant with attendance interventions or attendance does not improve after the student has accumulated ten unexcused absences

ATLANTA CLASSICAL ACADEMY'S GUIDELINES FOR STUDENT BEHAVIOR

GENERAL

Student self-government and a sense of purpose develop from application and accomplishment, from consistent expectations in the school climate and culture, and from the habitual practice of the virtues.

The aim of Atlanta Classical Academy is to teach students. "Student" derives from the Latin word *studēre*, which means "to give attention to," "to take pains with," "to apply oneself to," "to strive after," "to pursue," "to desire." Students, then, should be diligent in, attached to, and zealous for their studies. Simply put, we expect students to live up to their name. The teachers of Atlanta Classical Academy will work hard to prepare their lessons. These lessons are designed to teach students nothing less than who they are and what the world offers them. Students must in turn take fullest advantage of these lessons and make the best use of this time of their lives given to preparing their minds for the opportunities and challenges that await them. All policies regarding student conduct and discipline flow from this general principle: students must fully engage themselves in the education Atlanta Classical Academy offers them.

Therefore, students will:

- Be polite and attentive both in and outside of class.
- Attend school consistently, be punctual, and take responsibility for making up any work promptly when absent.
- Be prepared for class and follow directions.
- Follow all reasonable requests made by adults on the premises with a positive attitude, and show respect for self, others, and property.
- Cooperate with and demonstrate respect for the faculty and staff, including administrators, teachers, secretaries, custodians, and any other people working at the school.
- Communicate in an acceptable tone of voice using an acceptable choice of words.
- Follow lunchroom, playground, field-trip, lab, and individual classroom rules.
- Follow school rules when participating in school-related events.
- Adhere to the uniform policy.
- Not use threats or intimidation against any other person.

- Respect the health and safety of others, safety rules, and not bring tobacco, alcohol, or any illegal substances to school.
- Be dismissed by the teacher, not the bell or the clock.
- Not leave the school premises without signing out in the main office.
- Not bring CD players, radios, pagers, gaming devices, etc. to school.
- Not bring anything to school that could be used to harm another or that is illegal.

Cell phones or smart watches will be turned off and stored in the students' lockers or other appropriate place. Any such device used during the school day will be confiscated and held by the Dean of Students until the end of the day, at which time a parent/guardian may pick up the device. A second offense will result in the device being held at school for three days, after which a parent/guardian may pick up the device. A third offense will result in the device being held for a week; a parent may pick up the device after that point, and the device may not be brought on campus again.

Cell phones may be used by high school students after 3:15 pm. These students must use their phones in an appropriate and responsible manner. The faculty and staff do maintain the ability to confiscate a student's phone if he or she is using it in an inappropriate way. This privilege is for high school student only. Students from other grades with their phones after school hours will be asked to put them away; phones will be confiscated for repeated offenses.

School employees (usually administrators) may conduct searches of property or persons when they have reason to suspect that the health, safety, or welfare of students or staff may be endangered.

Atlanta Classical is not responsible for loss, theft, or breakage of items brought to school. Fines will be levied on parents for vandalism or theft committed by their students. Fines will also be levied for lost or damaged school property. Students may also be required to be involved in the maintenance or repair of damaged property.

HONOR CODE

Atlanta Classical Academy was founded to develop students in both mind and character. The school's virtues are the guiding principles used to cultivate and nurture character: courage, courtesy, honesty, perseverance, self-government, and service. Students are expected to conduct themselves honorably in word and deed, to strive to live by the virtues, and to encourage others to do so as well.

The Atlanta Classical Academy Honor Code is as follows:

Atlanta Classical Academy students strive to be virtuous in conduct, seek to grow in scholarship and learning, and pursue a commitment toward civic responsibility. Atlanta Classical Academy students will not lie, cheat, or steal, and will discourage others from such actions.

Please refer to Appendix 1 for a full explanation of the Honor Code. Parents are expected to discuss the Honor Code with their student(s) and are required to turn in the Parent Compact and Student Compact signature page at the beginning of the school year.

DISCIPLINE

The activity of learning requires students to be attentive and polite. Students are expected to adhere to the school's high expectations for behavior and core virtues lest they compromise their own learning and interfere with the learning of others. Minor infractions or disruptions will largely be handled in the classroom in a way suitable to the age of the student. Whenever a student misbehaves repeatedly or flagrantly, the consequences for the infraction will be immediate, relevant, and effectual. Rather than allow misbehavior to fester in the classroom, teachers will send disruptive students to the office, normally to the Dean of Students.

The two primary tools for addressing disruptive or wrongful behavior are detention and discipline referrals. Detentions are generally used for more basic infractions, while discipline referrals are used for more serious violations.

In accordance with this policy, Atlanta Classical Academy has adopted the following procedure for disruptive behavior that requires an office referral:

DETENTION REFERRAL

The teacher issues the upper school student a Detention Form (a.k.a. yellow slip), and the student is required to visit the Dean of Students. The following actions will be taken according to the number of referrals. Detentions are cumulative throughout the school year.

- First Infraction: Student removed from class, sees Dean of Students. Parents must sign a Detention Form, and the student must return it to the Dean of Students.
- Second infraction: Student removed from class, sees the Dean of Students, and they call a parent. Again, the Yellow Slip must be signed and returned
- Third infraction: Student removed from class, sees Dean of Students, calls home, receives a Pink Slip, and parent must return with student for a mandatory Parent Conference.

Students can receive a Detention Slip for Classroom/School Disruption, Uniform Violations, Refusal to Follow Instructions, being Unprepared for Class, Incomplete Homework, and Tardiness. Students can be given a Pink Slip prior to receiving their 3rd Detention Slip. Detentions will be served on Fridays from 3:15pm-4:15pm on the same week the detention is given. Students who miss detention will be given a Pink Slip, and will be required to serve their detention the following week.

DISCIPLINE REFERRAL

The teacher issues the student a Discipline Referral Form (a.k.a. pink slip, appendix 4), and the student is required to visit the Dean of Students. The following actions will be taken according to the number of referrals. Referrals are cumulative throughout the school year.

- First infraction: Student removed from class, sees Dean of Students. Parents must sign Discipline Referral Form, and the student must return it to the Dean of Students.
- Second infraction: Student removed from class, sees the Dean of Students, and they call a parent. Again, the pink slip must be signed and returned.

- Third infraction: Student removed from class, sees Dean of Students, calls home, leaves that day, and may not return without parent attending school with the student for the entire day, as scheduled by the Dean of Students.
- Fourth infraction: Student removed from class, sees Dean of Students, calls home, must attend ten hours of detention on five consecutive days, for two hours each day. Student will not be allowed to attend school-related events. Student will be suspended from attending any school field trips in grades 7 to 12. Elementary students may attend if accompanied by an adult.
- Five or more infractions: Automatic two-day suspension for each referral.

Students who have been suspended will not be on the honor roll for that quarter. Students may be suspended for reasons other than receiving the fifth pink slip.

Students' misbehavior will not be used to “teach” the class a lesson.

At no time will a student's disciplinary record be discussed with another student or parent. However, other students or parents may be consulted regarding an incident in order to discern the truth.

SUSPENSION AND EXPULSION

The Principal and Dean of Students have the authority to suspend students as appropriate.

Suspensions last from one to nine days depending on the severity of the infraction. All suspensions will require a conference between the parent(s), Principal, and Dean of Students. A remedial student discipline plan will be created during this conference. The conference will occur before the student is re-admitted to class. *The Dean of Students may require the parent to attend a full day of class with the student upon return.* Note: *All suspensions will be treated as an unexcused absence; thus, students will not be able to make up the work missed during the period of suspension.* The loss of class time due to repeated suspensions may be grounds for retaining a student at the current grade level for the following year.

For especially serious violations of school order and safety or for habitually disruptive behavior, Atlanta Classical Academy will pursue expulsion through the Atlanta Public School district.

Serious violations include, at minimum, the following:

- Bringing or using a dangerous weapon;
- Sale or distribution of a drug or controlled substance;
- The commission of an act which, if committed by an adult, would be robbery or assault other than third-degree assault.

ACA does not have the unilateral authority to expel a student from APS, and ACA students who have committed an expellable offense, according to APS' policies, will participate in the same process with the same rights afforded to any student who attends an APS school, including a hearing with APS. Except for those items that under state and federal law require an expulsion hearing with APS, the principal may not require a transfer for a student to another APS school unless it has been mutually agreed that there is a better placement for the student. Families of students who choose to transfer from ACA will receive counseling from the principal, or other designated staff, on enrolling in other schools or programs for which the student will be eligible as a part of their exit procedure to ensure families are informed of their rights and how to continue their educational career beyond ACA. All students

will then be referred to the Student Placement Office at APS, with whom ACA will work to find the best alternate placement.

Appeals

If a student's family is unsatisfied with the principal's decision in the case of suspension or recommended transfer, they may elect to appeal the decision through a formal appeal letter to the ACA board. The board chair will respond in writing or in person within a week to schedule a hearing with the board. The family may bring counsel with them if they so desire.

Students with Special Needs

Nothing in the ACA Code of Conduct, Honor Code, or Discipline Proceedings will be permitted to infringe upon any rights provided pursuant to the Individuals with Disabilities Education Act, Section 504 of the Federal Rehabilitation Act of 1973, or the Americans with Disabilities Act. Any student who is receiving special education services or has been identified as a student with a disability under the Individuals with Disabilities Act (IDEA) and whose acts are determined by the principal, school advisory council, or board of directors to have violated any rules, regulations or laws as alleged, shall be referred to an IEP committee. The IEP committee will be responsible for determining if the student's conduct is a manifestation of his/her disability and whether such conduct warrants a change in placement, amendments to the IEP, and/or disciplinary actions. If the IEP committee determines that the student's conduct is not a manifestation of the student's disability, it shall determine what, if any, disciplinary actions shall be taken with regard to offenses that the student has been found to have committed. The IEP committee shall also have the authority to consider, recommend, and implement any changes in a student's IEP or educational placement. Nothing in these rules shall alter or adversely affect the rights of students with disabilities under applicable federal and state laws.

BULLYING POLICY

In accordance with Georgia Department of Education's Bullying Law O.C.G.A. 20-2-751.4, ACA will have a zero-tolerance for bullying, harassment, intimidation, and/or bodily harm that adhere to the definitions established in the GDOE laws. ACA's bullying policy is as follows:

The term "bullying" means an act that is:

1. Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so;
2. Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
3. Any intentional written, verbal, or physical act which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
4. Causes another person substantial physical harm within the meaning of Code Section 16-5-23.1 or visible bodily harm as such term is defined in Code Section 16-5-23.1;
5. Has the effect of substantially interfering with a student's education;
6. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
7. Has the effect of substantially disrupting the orderly operation of the school.

The term applies to acts which occur on school property, on school vehicles, at designated school bus stops, or at school related functions or activities or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system. The term also applies to acts of cyberbullying which occur through the use of electronic communication, whether or not such electronic act originated on school property or with school equipment, if the electronic communication (1) is directed specifically at students or school personnel, (2) is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school, and (3) creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose. For purposes of this Code section, electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system.

Bullying Policy

As a school with a zero-tolerance policy for bullying, harassment, intimidation, and physical bodily harm, ACA will clearly communicate its policies and procedures to all students and families through orientation, the parent/student handbook, in periodic school-wide assemblies, posting of the policy and resources throughout the school in places easily visible to students and families, and through the adoption of anti-bullying programs, such as those listed on the GADOE website. All staff will be trained to spot these forms of intimidation and will be required to report suspected bullying immediately to the assistant principal immediately.

Bullying/Intimidation/Harassment Protocol

1. Report

Students, families, and staff are expected to immediately report any suspected bullying, as defined above, to a staff member who must document the report and provide such documentation immediately to the Dean of Students.

2. Investigate

The Dean of Students will investigate the allegation, involving other appropriate staff as appropriate (and making the principal aware of the investigation). The investigation should begin no later than the following school day and shall include interviewing the alleged perpetrator(s) and victim(s), identified witnesses, teacher(s) and staff members and reviewing video surveillance if available.

3. Notify

At an appropriate time during or after the investigation, parents/guardians of the accused and the victim must be notified. The principal will be involved in the notification of the guardians of both the accused and the victim.

4. Discipline

Upon confirming that bullying has occurred, the accused student should be charged with bullying and given an age-appropriate consequence which shall include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances. Students in grades six through twelve found to have committed the offense of bullying for the third time in a school year shall be referred to the APS Placement Coordinators for appropriate due process by disciplinary hearing officers, panels, or tribunals, and or placement in another, more appropriate setting.

5. Follow-Up

ACA administrators will work with the counseling department to craft a follow-up plan and timeline for all involved parties to provide after-care and follow up after the disciplinary proceedings. Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry is prohibited and such retaliation shall be considered a serious violation of the policy and independent of whether a complaint is substantiated. The principal will review bullying records at the end of each semester as part of a formal review of discipline and culture and may choose to implement school-wide programming and/or more stringent disciplinary measures to address ongoing or frequent bullying incidents and/or reports.

6. Record-Keeping

All bullying allegations, whether proven and disproven through investigation, will be maintained in written record by the Dean of Students. Records will not be made a part of the student's cumulative file unless the discipline assigned warrants such action; however, counseling and administrative staff will have access to bullying records throughout a student's tenure at the school.

UNIFORMS AND GROOMING

At Atlanta Classical Academy, students wear uniforms to eliminate distractions, to level the playing field, and to remind ourselves that we are doing important work.

The spirit of the uniform policy is that students will dress and groom themselves in a manner that it is traditional, not distracting, and not obstructive.

Students must be in uniform to attend class. *Students not in uniform will be sent to the office and must call a parent or guardian. Parents will either bring acceptable attire, or students will be sent home. These absences are not excused.*

The uniform and dress code policy is that students will dress according to the mandatory and optional items listed on the school-approved "uniform boards" for boys and girls, respectively, plus the following series of directives.

- Students may wear their own outerwear (coats, sweaters, vests) to school and on the playground. If they are cold in the classroom, they should wear one of the long sleeve uniform items, or one of the uniform outerwear items. Regarding sweatshirts and hoodies, only official ACA uniform or spirit wear items are allowed.
- ACA Hoodies will be permitted to be worn in the classroom, hood off. The only hoodies permitted in the classroom are Atlanta Classical Academy approved attire (i.e. spirit wear). The hood is only permitted to be worn outside in weather-appropriate conditions.
- All shirts must be tucked in except for the 5th to 8th grade girls ¾ length sleeve over-blouse.
- Skirts shall fall no higher than 2 inches above the knee as measured when the student is standing.
- Girls may wear gym shorts underneath their skirt on physical education days.
- All uniform pieces should be labeled with students first initial and last name.
- Students may use any backpack if it is clean and tasteful.

- Hair must be clean, neat, and styled traditionally. Only natural colors are allowed. No unusual or radical hairstyles are permitted. Hair accessories must be modest and match the uniform colors. Any noticeable facial hair on boys is prohibited.
- All girls' and boys' polo shirts may have the top button un-buttoned. All other buttons must be buttoned.
- Modest jewelry is allowed. An object that has a purpose other than jewelry cannot be worn as jewelry (i.e. chains or collars). Girls may wear no more than two necklaces at one time. Girls may wear one earring per ear on the earlobe, and it must not be larger than a quarter. No stretched piercings (gauge) or holes may be visible. Boys will not be permitted to wear earrings.
- Tattoos must be covered at all times.
- Makeup must look natural. Black nail polish and lipstick are not acceptable.
- No hats, visors, bandanas, or sunglasses are permitted (religious headgear is authorized).
- Non-marking tennis shoes are required for physical education class and/or sports in the gym. K-4th grade students will not change out for gym classes. 5-8th grade students will dress according to the approved uniform boards posted on the school website.
- Laced shoes must be tied at all times.
- Good personal hygiene is required. This includes wearing neat, clean clothing. Strong/offensive body odors or excessive use of perfumes or cologne are inappropriate.

UNIFORM VIOLATIONS

The front office will no longer loan out belts and other items to avoid a uniform violation.

Upper school - a uniform violation (e.g., forgotten belt, dress uniform) should be sent to the front office. The student will receive a lunch detention slip (to be signed by parent), and a lunch detention.

Lower school - uniform violations will receive an email to parents and Dean of Students, along with whatever is a typical significant classroom infraction - a silent lunch/lost recess - whatever is normal for significant behavior infractions.

UNIFORMS AND FINANCIAL ASSISTANCE

The School will not allow financial need to limit access to Atlanta Classical Academy, and this includes access to uniforms. At minimum, the School will fund one complete uniform set for children whose families qualify for financial assistance.

LOST AND FOUND

The student Lost and Found is in the cafeteria. Students are responsible for retrieving their misplaced items.

Due to limited space, all unclaimed items will automatically be donated to either Goodwill or the school uniform store on the 15th and 30th of each month.

USED UNIFORM STORE

The school maintains a Used Uniform Store which allows families to purchase “experienced” items at a significant discount. The store will be opened with prior announcement, typically coinciding with school events throughout the year, and accepts donations of gently used items during open times. Store credit vouchers in the amount of \$2.50 will be issued for each acceptable donated item.

TOILETING

All students of Atlanta Classical Academy must be independent in toileting. On occasion students may have “accidents.” When an “accident” occurs, it is the responsibility of the parent to assist the child and to provide clean clothing.

If there are repeated “accidents,” a meeting with the parents, the Dean of Students, and the School Nurse will be held to evaluate the situation. Appropriate action will be taken based on what is in the best interest of all students and the school.

BUS POLICY

Atlanta Classical Academy will provide a limited daily bus service. The intent is to provide access to families who demonstrate the need for financial assistance. Additionally, students may be transported to events or field trips by bus, or on the Atlanta Classical Academy Shuttle bus.

A school-sponsored bus is an extension of the classroom and actions not allowed in class will not be allowed on the bus. Misbehavior on the bus will be reported to the school administration and may result in disciplinary action. Maintaining proper conduct while on the bus shall be the joint responsibility of the student, parent, bus driver and school officials.

The following steps will be taken when a student does not follow bus rules, directives given by the bus driver, or Atlanta Classical Academy’s code of conduct.

1st Infraction – Verbal warning from the Dean of Students

2nd Infraction – Dean of Students will notify parent/guardian

3rd infraction- - Student will be prohibited from riding the bus for 1 week

4th infraction – Student will be prohibited from riding the bus for the remainder of the semester

5th Infraction – Student will be prohibited from riding the bus for the remainder of the school year

STUDENT PUBLICATIONS POLICY

Student publications must uphold Atlanta Classical Academy's mission, philosophy, core virtues, and policies. The purpose of such publications is to inform the Atlanta Classical Academy community of school-related events, achievements, and business. In addition, student publications are a way for students to learn and to practice responsible writing and journalism. Student editorials are permitted, subject to prior review by the Principal. Employees of the school or parents may not use student media to proselytize their own views on controversial issues. The Principal acts as the final editor in all cases.

LOCKERS

Atlanta Classical Academy provides lockers (as available) for students in 7th grade and higher. The lockers and locks are school property. Students will be issued a lock and a combination upon request. Students who misplace their lock will be required to pay \$5 for its replacement. Only locks issued by the school are authorized.

Atlanta Classical has the authority to search lockers when deemed necessary, even if it requires removal of the lock.

Atlanta Classical Academy is not responsible for lost or stolen items. Valuables such as tablets, iPods, compact discs, and video games are NOT to be brought to school. Problems with lockers should be reported to the Dean of Students.

Students must observe the following rules:

- Students are not allowed to decorate the inside of lockers with posters, pictures, or anything else which advertises sex, drugs, suicide, cults, alcohol, or promotes other negative or derogatory messages as determined by the Administration.
- Lockers must be kept neat and orderly at all times. Locker checks will occur each semester.
- Lockers must be kept closed when not in use to maintain the integrity of the fire corridors and avoid careless accidents. Items left outside lockers or on the floor may be removed or disposed of.
- We strongly discourage students from sharing their locker combinations with others, as that may lead to conflicts should items go missing.

HEALTH, MEDICINE, AND THE SCHOOL NURSE

MEDICINE ADMINISTRATION

Atlanta Classical Academy is committed to the health and safety of its students. Medication and/or medical procedures required by students should be administered by a parent/legal guardian at home. Under exceptional circumstances, prescribed medication and/or medical health-related procedures may be administered by the the School Nurse (or designee), or self-administered by the student per written physician's orders and written parent/guardian authorization. The parent/guardian must complete and sign the *Administration of Medication/Medical Procedure* form to acknowledge that the school assumes no responsibility for medications or procedures that are self-administered. The School Nurse will make this form available to parents/guardians.

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

STUDENT MEDICAL RECORDS

Student health records will be maintained in locked or password-protected files in order to maintain confidentiality. All health records will be managed by the Director of Operations and any appropriate, designated staff (such as the School Nurse) and will only be released to service providers as allowed and dictated by Atlanta Public Schools and state regulations.

MEDICAL OPERATIONS

Atlanta Classical will:

- Hire or contract with a licensed school nurse to provide services to students in accordance with state guidelines and Atlanta Public Schools policy.
- Participate in workshops, in-services and/or training offered by Atlanta Public Schools OSPS for persons serving as nurses.
- Use Atlanta Public Schools forms for health services.
- Require part-time nurses and volunteers to have completed training in CPR and diabetes medication administration, as required.

Parents will be informed when a student reports to the office with a fever or injury. Fever is defined as 100.0 degrees or higher. If a parent cannot be reached, school personnel will determine what action needs to be taken. Any child with a fever will not be allowed to remain in the classroom and must be picked up by a parent or designee. If a head injury is sustained, or any injury requiring medical attention, the parent will be asked to come to school and determine what action should be taken. In case of more serious injuries, or in case the parent cannot be contacted, the school will immediately call 911 for emergency assistance.

MEDICAL RECORDS AND ENROLLMENT

In order to complete the enrollment process, parents must submit the following:

- Georgia Certificate of Immunization (Form 3231; request from a child's pediatrician or GA Department of Health)
- Certificate of Vision, Hearing, Dental and Nutrition Screening (Form 3300; to be completed by a pediatrician and dentist)
- Atlanta Classical Clinic Record & Emergency Authorization Form
- Atlanta Classical Medication Administration Form
- Atlanta Public School's Administration of Medication/Medical Procedure Form

PARENT/GUARDIAN OBLIGATIONS

Parents/guardians shall, at all times, ensure that the school has updated medical information on file. It is the parent's/guardian's responsibility to keep this information updated.

It is the parent's responsibility to notify the office if a child has been injured at home and may need special considerations at school.

FOOD ALLERGIES

Atlanta Classical is not a peanut-free school. The school will, however, establish a peanut-free zone at the end of tables in the cafeteria, and teachers/monitors will ensure that this peanut-free zone is enforced.

SICK STUDENTS

Sick children should not be in school. Any child who has a fever (100 or above) or is contagious (e.g., with pink eye, strep, the flu) should be kept home.

STUDENT FEES AND SUPPLIES

From time to time the school may charge fees to its families to fund expenses related to athletics, transportation, classroom supplies, band, orchestra, art, elective courses, activities, field trips, etc. All charges and fees must be authorized by the Principal.

OFF-SITE EXTRA-CURRICULAR ACTIVITIES

The logistics of all of Atlanta Classical Academy's off-site extra-curricular activities must be approved by the Director of Operations. All adults helping with these activities must be registered Atlanta Classical Academy volunteers.

CHAPERONE POLICY

Atlanta Classical will conduct field trips and off-site events and in so doing will welcome and enlist the aid of parent chaperones. The number of chaperones for a field trip or off-site extracurricular event will be established prior to the occurrence of the event. This number will be strictly adhered to. No siblings or individuals other than assigned chaperones may attend the event. Fees for the event must also be paid by the chaperone and are due at the same time as the student's fee for the event. If fees are not submitted by the date due another chaperone will be chosen to fill the vacancy. Chaperones must attend to assigned duties and must model the Atlanta Classical Academy core virtues. Violators of this policy will not be allowed to chaperone any future events.

VISITOR POLICY

Atlanta Classical Academy welcomes parents to visit our campus. Visitors should check in with the front office upon arrival and departure. Occasional lunch visits are permitted by a parent (e.g., birthdays). Any guests who are not parents must be escorted by a parent or arranged with the front office in advance.

PARENTS & COMMUNITY

PARENT TEACHER COMMUNITY ASSOCIATION (PTCA)

Atlanta Classical Academy's Board establishes the PTCA to support the school's mission. PTCA teams and activities will be designed to help the school flourish in and beyond the classroom. Largely, the PTCA consists in a series of task-oriented teams whose purpose is to marshal parent volunteerism in achieving defined goals that improve the life of the school.

All parents, adult family members, teachers, staff, and community members are encouraged to volunteer on a team and attend regular meetings. PTCA meetings are an excellent opportunity to obtain information and engage in discussions about the school.

The PTCA may serve as a fundraising arm of the school, but it will not be a stand-alone, tax exempt, non-profit organization. Atlanta Classical Academy is itself a non-profit organization with 501(c)3 status.

The Principal reserves the right to create, remove, or dissolve PTCA teams and leadership in accordance with immediate priorities and the long-term flourishing of the school.

REQUIREMENTS FOR VOLUNTEERS

The Administration will maintain accurate records to confirm that the following requirements are met.

BACKGROUND CHECKS

Volunteers who work with students will submit to background checks in the same way that our employees are required to do so.

TRAINING

In accordance with O.C.G.A. 19-7-5, volunteers will be required to complete training related to Georgia's Mandatory Reporting Requirements.

The Principal may require volunteers to complete training before serving in the classroom.

GENERAL RULES FOR VOLUNTEERS

Volunteers often inadvertently have access to sensitive information. Any information about students, grades, faculty, etc. is to remain confidential. Volunteers may observe situations of a sensitive nature. These are also to remain confidential.

If a volunteer has a concern involving something that is witnessed, observed, or overheard, he or she should address the concern with a faculty member, the Director of Operations, Dean of Students, Principal, or a member of the Board--in that order. If a volunteer disregards this policy, the privilege of volunteering may be revoked.

Any grievance or concern a volunteer has with a classroom or a teacher will be handled by the procedures defined in the following section of this handbook. Under no circumstance is it ever acceptable for a volunteer to confront a teacher about an issue when students are present.

PARENT COMMUNICATIONS WITH THE ADMINISTRATION, FACULTY & STAFF

Atlanta Classical Academy values the conversation that takes place between parents and teachers about the education of children. Nonetheless, this conversation must follow certain guidelines in order to be fruitful and to allow teachers to devote themselves to their classes during the day. Parents may use any of the following ways to contact or communicate with the Administration (Director of Operations, Dean of Students, and Principal), Faculty, and Staff of Atlanta Classical Academy:

- Scheduled face-to-face meeting
- Scheduled phone call
- Message (with the front office)
- Voice Mail
- Email

Atlanta Classical employees will not use social media to communicate with parents or students.

During the school day and both immediately before and after school, teachers have their minds on teaching or impending meetings and extracurricular activities. Parents should schedule in advance a phone call or meeting with a teacher rather try to communicate through an impromptu “five-minute” chat. Parents who are in the building for another reason should not use their access to faculty in to circumvent the normal means of contacting a teacher unless that teacher clearly invites such a conversation. This policy applies to parents who are themselves teachers or other employees at the school.

Atlanta Classical teachers and administrators will respond to parents as quickly possible. In general, parents should expect to hear from a teacher or from the administration within twenty-four hours of contacting the school, barring weekends and holidays. While a teacher’s schedule may not permit an actual meeting within that time, the teacher will attempt to make contact in some way.

EXPECTATIONS FOR PARENTS

We believe parents own the fundamental responsibility for their children’s education and that the school’s role should be viewed as a supportive one. The school expects parents to:

- Model good character and insist that their children cultivate good habits and virtues;
- Help their children develop effective study skills;
- Read to their children, especially those in the early grades;
- Oversee regular reading and writing and mathematics skill development;
- Stimulate discussion and exploration of ideas and events with students;
- Support the school goals through familiarity with this handbook and parts of the website devoted to the mission and philosophy of the school, homework review, getting children to school on time, and holding high expectations and aspirations that contribute positively to the student’s success.

ENROLLMENT POLICY

GENERAL

With regard to enrollment and the lottery procedures, the School will abide by TITLE 20. EDUCATION CHAPTER 2. ELEMENTARY AND SECONDARY EDUCATION ARTICLE 31. CHARTER SCHOOLS ACT OF 1998 O.C.G.A. § 20-2-2066 (2012).

In accordance with the Charter Agreement, for the 2017-2018 school year, Atlanta Classical will enroll approximately 54 students per grade in Kindergarten through 11th grade. For the 2018-2019 school year, the school will become a K-12 academy.

Space permitting, all students who reside within the Atlanta Public Schools District are eligible to attend Atlanta Classical Academy. Atlanta Classical Academy will not discriminate on the basis of race, color, ethnic background, sexuality, national origin, gender, disability, or age.

In accordance with Atlanta Classical Academy's charter and as permitted by OCGA § 20-2-2066, Atlanta Classical Academy grants enrollment preference to the siblings of currently-enrolled students, to the children of Board members, and to the children of full-time employees.

The Board gives the Principal the autonomy to admit more than 54 students per grade solely for the purpose of enrolling the children of our employees. The Principal will not increase classroom size to more than 19 students in Kindergarten and first grade and 28 students in second through eighth grade.

ADMISSIONS DURING THE CURRENT SCHOOL YEAR

The school will maintain a public wait list for each grade, as required. If the Principal chooses to fill a vacant seat, he/she will draw from the first name on the wait list, moving down the wait list until the position is filled. If there is no wait list, vacant seats will be filled on a first-come, first-served basis. On the date of the lottery, the wait list for the current school year will terminate. No vacant seats will be filled after the lottery.

ENROLLMENT FOR THE 2019 – 2020 SCHOOL YEAR

The school will host informational sessions in November, December, January, and February.

Open enrollment for the 2019-2020 school year will occur from January 2018 – February 2018 (exact dates TBD). Interested families will complete an online or hard-copy “Intent to Enroll” form. The enrollment process will a) fill a new grade of Kindergarten students, and b) position students to take seats that may come available in first grade and above.

The result of the lottery for rising Kindergarten students will be a list of 50 “seated” students, plus a numerical wait list. The Enrollment Coordinator will establish procedures for completing the enrollment process that will include a series of administrative deadlines. The school will not fill all 54 seats immediately to make room for students who are retained and/or the students of to-be-hired full-time employees or elected board members.

The result of the lottery for first grade students and above will be a numerical wait list.

The school will use the wait list to offer available seats to students on a grade-by-grade basis as they become available. It is likely that the school will not be able to offer seats to new students until June 15, because the school will not be able to confirm the number of available seats until a) students declare officially that they will not be returning, b) the Principal determines which students, if any, will be retained, and c) the school places the students of full-time employees that will be hired in the spring.

By April 1, existing students will be required to express their intent to return for the following school year by providing proof of residency.

ENROLLMENT OF EXPELLED STUDENTS

Students expelled from another school will be admitted to Atlanta Classical Academy at the discretion of the Principal. The Principal will admit students who are being processed for expulsion and/or suspension on a case-by-case basis. In general, students facing suspension and/or expulsion for discipline problems related drugs, alcohol, or violent behavior will not be admitted.

GRADE LEVEL PLACEMENT OF NEWLY-ENROLLED STUDENTS

For students to thrive in school, they must master the fundamentals. The grade level placement policy is designed to promote educational excellence and fairness by placing students at the most appropriate level for instruction. If students new to the school are found to be reading more than one grade level behind their existing peer group, they may be required to enroll in the grade level deemed appropriate by the teacher and Principal. If the parent insists that the student be placed at a grade level higher than the one recommended, a signed document of this choice will become part of the student’s permanent file.

RE-ADMITTANCE

Students who have left the school due to retention in a grade and later choose to re-enroll will be re-admitted (assuming the student is otherwise in line for the next available seat) based on the retention, not on the record from another school.

OPERATIONS

EMERGENCY OPERATIONS PLAN

The Administration shall maintain a stand-alone Emergency Operations Plan.

SECURITY CHECKS

The school may exercise its right to inspect all backpacks, packages, parcels, and closed containers entering and leaving the premises. School lockers are school property and may be subjected to searches at any time, with or without cause.

USE OF THE PRODUCTION COLOR PRINTER/COPIER

School resources, the resource room, and the equipment therein are to be used solely in support of school operations.

CARPOOL / DROP-OFF / PICK-UP

Procedures for drop-off and pick-up (carpool) give priority to the safety and security of all students. Parents are expected to cooperate fully to ensure that the process is safe and orderly. The school will release students only to parents, legal guardians, or adult designees.

Courtesy is one of our school's six core virtues. The adults driving through the carpool line are expected to serve as role models by always exhibiting courteous behavior. Please share these policies and procedures with anyone who will be picking up your student as everyone in the car line is expected to know and follow the procedures.

Early dismissal of students ends at 2:00 P.M. to allow sufficient time to prepare for afternoon dismissal. No student will be allowed to leave the school between 2:00 - 2:30 P.M. for lower school students and 2:00 - 3:00 P.M. for upper school students. If your child needs to leave school before the regular dismissal time, please check them out in the Front Office before 2:00 P.M.

To ensure an efficient car line, students must be picked during the following windows based on grade level:

- 2:35 – 3:00 P.M. Lower School (K - 6thgrade) pick-up
- 3:00 – 3:10 P.M. Joint Lower & Upper School carpool pick-up
- After 3:10 P.M. Remaining Lower School students are taken to Kiddos
- 3:10 – 3:30 P.M. Upper School (7 - 11th grade) pick-up
- After 3:30 P.M. Remaining Upper School students are taken to Kiddos

Please follow these procedures during drop off and pickup:

- Enter the car line by heading eastbound on Moores Mill Road and making a right turn into campus.
- Do not make a left turn into campus from Moores Mill Road. Not only is making a left turn off Moores Mill Road a violation of a posted state traffic law, but also it is impolite to fellow ACA parents who are waiting their turn in the car line.

- Please do not enter the car line before your specified pick-up time. If you do so, you may be asked to circle back through the car line.
- Once a student is loaded into your vehicle, do not let him or her exit the vehicle. If your student needs to return to the school building, please park and escort your student back into the building.
- If your student is not in the loading zone, you will be asked to pull into one of the five 5-minute parking spots. Please stay in your vehicle. Your student will be escorted to your vehicle.
- Once you have pulled away from the loading zone, please do not stop your car near the south playground. If you need to buckle a child in a car seat or stop for any reason, please pull into one of the five 5-minute spots.
- Never exit your vehicle while the engine running.
- Under no circumstances should a child be left in a vehicle unattended.
- Please refrain from using electronic devices while moving in the carpool line.
- Third-party pick-ups are not permitted (this includes taxis and ride-sharing companies like Uber and Lyft).
- Student drop-offs or pick-ups in the south parking lot or on the street are strictly prohibited.
- Do not park on the sidewalk or the shoulders of Northside Drive and Moores Mill Road.
- Always obey the directions of off-duty City of Atlanta police officers that assist with the traffic flow.
- If you are walking to pick up your student, please come to the Front Desk to have your student called to the pick-up area.

Please help us be courteous to neighbors by adhering to the following good neighbor policies:

- Do not block driveways or entrance ways, especially Mooregate Square.
- Do not use neighborhood streets and/or driveways to turn around.
- Do not attempt U-turns in the roadway.

PARKING – DESIGNATED SPACES

The school will communicate designated parking spaces. Employees and parents are asked to adhere to the parking plan.

The school has established five “five-minute parking only” spaces just south of the entrance to the main office. Parents and visitors who will remain at school for more than 5 minutes should park in the south lot near the tennis court.

COMMUNICATING WITH PARENTS WITH JOINT CUSTODY

The school will recognize and communicate with parents with joint custody upon review of a court order identifying them to do so. In the case of password protected school forms, the school encourages one of the parents to complete the forms so that the school does not receive conflicting information.

ONLINE ORIENTATION FORMS

The school will maintain secure electronic information for the purpose of running the day-to-day operations of the school. Parents are expected to complete these online forms as a condition of enrollment. The school will make hard copy forms available to parents/guardians without internet access.

MASS COMMUNICATION POLICY

The Administration (Director of Operations, Dean of Students, or Principal) must approve all letters and bulletins, including e-mail (excluding class assignments or bulletins by teachers to their classes) from teachers or parents or other parties to the entire school community.

UTILIZATION OF FACILITY

The Principal will be the approving authority for all outside uses of the school fields, building, and facilities. All users will be required to carry insurance and appoint a representative acceptable to the Administration who is capable of executing the school's emergency and security procedures.

INFORMATION TECHNOLOGY & SECURITY

The school takes precautions to protect your information. When you submit sensitive information via the website, your information is protected both online and offline.

When we collect sensitive information (such as birthdates, addresses, credit card data), the information is encrypted and transmitted to us in a secure way. You can verify this by looking for a closed lock icon at the bottom of your web browser, or looking for "https" at the beginning of the address of the web page.

While we use encryption to protect sensitive information transmitted online, we also protect your information offline. Only employees who need the information to perform a specific job are granted access to personally identifiable information. Computers that store personally identifiable information are kept in a secure environment.

PRIVACY

FAMILY EDUCATIONAL RIGHTS PRIVACY ACT (FERPA)

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

- The right to inspect and review the student's education records within 45 days of the day the school receives the request for access. Parents or eligible students should submit to the school principal or appropriate school official a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible student may ask the school to amend records that they believe is inaccurate or misleading. They should write the school principal or appropriate official, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

PERSONALLY IDENTIFIABLE INFORMATION (PII) POLICY

PII is defined as a person's name in association with any information that can be used to distinguish or trace an individual's identity, such as social security number, date of birth, place of birth, mother's maiden name, driver's license number, passport number, or any biometric, medical, educational, financial, or employment records. It is the policy of Atlanta Classical Academy that PII shall not be sent in a plain text email or other unencrypted means. In general, PII should not be disseminated electronically. If electronic transmittal is unavoidable, then PII must be encrypted. Acceptable means of encryption include password protected files from versions of Excel, WinZip, and Adobe Acrobat (2010 or newer). The IT Director will determine whether an encryption method is suitable or not. Physical PII (e.g. paper copies of records) must be kept in secure locations (locked file drawers in lockable rooms), and access to these records must be limited to authorized individuals only in connection with official, school-related duties.

STUDENT INFORMATION RELEASE

School Directory information, including the student's full name, address, and telephone number, will not be released without parental consent. Authorization for inclusion in the directory is on the enrollment form.

Students' names, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received, and other similar information may be released without parental consent unless the parent notifies the school. In addition, classroom activities and events sponsored by schools occasionally are photographed or video-taped by representatives of the news media for publication in newspapers or broadcast on television. If for any reason you DO NOT wish to have your student(s) photographed or video-taped for these purposes, you must notify the office in writing.

Student names will not be listed with their pictures on the school website or in Atlanta Classical advertising publications. The newspaper may list your student's name with a photo only with parent signed consent.

No identifying information regarding a student will be given via any avenue of communication without parent permission, unless required by law.



ATLANTA CLASSICAL ACADEMY HONOR CODE

Atlanta Classical Academy students strive to be virtuous in conduct, seek to grow in scholarship and learning, and pursue a commitment toward civic responsibility. Atlanta Classical Academy students will not lie, cheat, or steal, and will discourage others from such actions.

Understanding the Code

Atlanta Classical Academy was founded to develop students in both mind and character. The school’s virtues are the guiding principles used to cultivate and nurture character: courage, courtesy, honesty, perseverance, self-government, and service. Students are expected to conduct themselves honorably in word and deed, to strive to live by the virtues, and to encourage others to do so as well.

Courage is the state of mind that enables one to face danger or fear with confidence. Aristotle tells us that a courageous person will fear things, but will endure them for the sake of the noble. In the face of danger or challenge, courage is a firm conviction—with appropriate levels of fear and confidence—that compels one to accomplish and pursue that which is noble and worthy.

————— *Be Brave* —————

Courtesy is both demonstrating good manners and displaying a willingness or generosity to show kindness and respect toward others. Courtesy contributes to a culture of civility on campus. George Washington famously kept a copy of 110 “Rules of Civility in Conversations Amongst Men.” Many of the rules served as practical guidelines for courteous living. Washington emphasized that our actions ought to portray a sign of respect for others around us, regardless of their standing, rank, or position.

————— *Be Kind and Respectful* —————

Honesty is derived from the Latin formulation *integritas*. *Integritas* literally means “intact”—or the state of being whole and undivided—in other words, the truth and nothing but the *whole* truth. Aristotle wrote that an ethical person should not only be honest, but should be a lover of truth. Such a person would be truthful in situations in which being honest would make no immediate difference. In other words, as C.S. Lewis once said, “Integrity is doing the right thing, even if nobody is watching.”

————— *Always Tell the Truth* —————

Perseverance means to steadfastly pursue a course of action or a purpose, often in the face of obstacles or discouragement. As the well-known poem reminds us, *if at first you don't succeed, try, try again...if you will persevere, you will conquer, never fear...try, try again!* In 1771, Samuel Adams exhorted his fellow patriots: "Instead of sitting down satisfied with the efforts we have already made...the necessity of the times, more than ever, calls for our utmost circumspection, deliberation, fortitude, and perseverance."

————— *Never Give Up* —————

Self-government is the ability to "rule over oneself." As Socrates states in the Platonic dialogues, a man should be temperate and a master of himself, and ruler of his own pleasures and passions. Aristotle described a self-restrained person as someone who, on account of reason, does not follow their base desires. It takes education and practice to develop the characteristics of self-government—self-control, moderation, prudence, and restraint. Effective self-governance promotes a civil and orderly culture and leads to an increase in liberty for both individuals and societies alike.

————— *Practice Self-Control* —————

Service is an active disposition toward assisting in the needs of, or promoting the welfare of, others. It is a willingness to stand with others in their need and to provide help to the point of self-sacrifice. One of the most enduring examples of service is that of the good Samaritan, who not only rendered first aid to a wounded stranger, but also paid for his restorative care. The good Samaritan represents a model of selfless and sacrificial generosity to a person in need.

————— *Help Others* —————

Atlanta Classical Academy students are expected to act honorably. This means they will not lie, cheat, or steal—and will discourage others from doing so. Honesty is the foundation of one's character. To lie, cheat, or steal is to seriously breach one's integrity. While it is only human to make mistakes or to show lapses in judgment, students are expected to own up to their actions. Lying, cheating, or stealing to cover things up is far worse than making the original mistake, and undermines trust in both peer-to-peer and student-to-teacher relationships.

In academics and scholarship, students must always do their own work, represent themselves truthfully, and only claim what is their own. Plagiarism is a serious violation of the honor code—and is defined as the use of someone else's words or ideas without proper acknowledgment. Plagiarism is deceptive and is cheating in that it is an attempt to gain an unfair advantage by appropriating someone else's work or ideas.

Guided by faculty, staff, and parents, students should seek to exhibit the school's virtues and live by the school pledge: I will learn the true, I will do the good, I will love the beautiful.

APPENDIX 2: COURSE DISTRIBUTION MATRIX

Area of Study	GA Required Credits	APS Required Credits	ACA Required Credits
English Language Arts 1. Classical Literature (1) 2. British Literature (1) 3. American Literature (1) 4. Modern European Literature w/ Senior Thesis (1)	3	4	4
Mathematics 1. Algebra I (1) 2. Geometry (1) 3. Algebra II (1) 4. Additional Mathematics Core (1) <ul style="list-style-type: none"> a. Pre-Calculus b. AP Calculus AB c. AP Calculus BC 	4	4	4
Science 1. Biology I (1) 2. Chemistry I w/ lab (1) 3. Physics I w/ lab (1) 4. Additional Science Core (1): AP Biology, AP Chemistry, Physics II (AP), or Computer Science II (AP)	4	4	4
History 1. Western Civilization I (1) 2. Western Civilization II (1) 3. American History (1.5) 4. European History (1)	4	3.5	4.5
Foreign Language 1. Latin I, Latin II, Latin III, or other more advanced Latin courses. 2. Latin I, Spanish 1, Spanish II,	3	3	3
Additional Requirements 1. Composition (0.5) 2. Moral Philosophy (0.5) 3. American Government (0.5) 4. Economics (0.5) 5. Other semester courses (1.5)	1	2	3.5
Elective Requirements 1. Personal Fitness 2. Health 3. Personal Finance	4	3.5	1.5
Total	23	24	24.5

Detention Referral

Yellow Slip

Student Name

Date

Time

Reason for Detention:

<u>Classroom/School Disruption</u>	<u>Uniform Violation</u>	<u>Refusal To Follow Instructions</u>
<u>Tardiness</u>	<u>Unprepared for Class</u>	<u>Incomplete Homework</u>

Date detention will be served on: _____

Detentions are served on Fridays from 3:15 pm - 4:15 pm.

****Missing detention will result in a Pink Slip disciplinary referral.****

The student is expected to take this document home and discuss the incident with his/her parent(s) or guardian. The purpose of this slip is to notify both the student and parent(s)/guardian of the offense and consequence.

Teacher Signature

Student Signature

Parent Signature

Administrator Signature

Uniform Violation

(Blue Slip)

Student Name

Date

Time

Describe Uniform Violation(s):

- Student call parent/guardian from the front office
- Teacher email parent/guardian and Dean of Students
- Classroom infraction (Lower School)

Upper School

- 1st infraction: Lunch Detention
- 2nd infraction: Friday Detention
- 3rd infraction: Discipline Referral

Teacher Signature

Student Signature

Parent Signature

Administrator Signature



ATLANTA CLASSICAL ACADEMY

ATLANTA CLASSICAL ACADEMY PARENT COMPACT

(To be Signed by all Parents)

I have carefully discussed the Atlanta Classical Academy Honor Code with my child and he/she understands what it means. I pledge to encourage my child to be virtuous in conduct, to help him/her grow in scholarship and learning, and to foster in him/her a commitment to civic responsibility. I will hold my child to the highest standards of integrity and will discourage him/her from lying, cheating, or stealing.

Name(s)

Signature(s)

Date

ATLANTA CLASSICAL ACADEMY STUDENT COMPACT

(To be Signed by 2nd – 11th Grade Students)

I understand the Atlanta Classical Academy Honor Code and have discussed it with my parent(s). I pledge to be virtuous in conduct, to grow in scholarship and learning, and to pursue a commitment toward civic responsibility. I will not lie, cheat, or steal, and I will discourage others from doing so.

Name

Signature

Date