



ETHOS

Classical

FAMILY HANDBOOK

2022 – 2023

Address: 2295 Springdale Circle Drive SW, Atlanta, GA 30315

School Hours: 8:15AM – 3:10PM; Arrival Starts at 7:45 AM, Dismissal Ends at 3:40PM

TABLE OF CONTENTS

INTRODUCTION

LEADERSHIP

PHILOSOPHY

CORE VALUES

ATTENDANCE AND PROMOTION

ACADEMICS

SCHOOL CULTURE AND SAFETY

DISCIPLINE AND CONSEQUENCES

SCHOOL REWARD OPPORTUNITIES

COMMUNICATION AND FAMILY PARTICIPATION

GENERAL POLICIES

FAMILY RIGHTS AND SCHOLAR RECORDS

HEALTH POLICIES

SCHOOL POLICIES

CONCERNS AND CONTACT

FAMILY HANDBOOK SIGNATURE

INTRODUCTION

MISSION

Through a rigorous classical curriculum and within a structured, supportive community, Ethos Classical Charter School ensures every K-5 scholar is on the path to college and a life of opportunity.

Greetings,

Ethos Classical is more than an elementary school. It is a mission. We are making history and providing a rock-solid foundation for every scholar's academic success and personal excellence in high school, college and life. We fulfill this commitment every day by remaining focused on the needs of our scholars, the work that must be done, and the community that supports our efforts.

In order to achieve our mission, we maintain the highest expectations. We expect a great deal from our scholars, our parents, and our staff. An extraordinary education requires nothing less than the full commitment and dedication of every stakeholder involved. **It is only by expecting more that we can achieve more.** Our expectations allow us to challenge our scholars, to push our teachers, and to involve our families.

This handbook serves as your guide in equipping your scholar for success at Ethos Classical. Please read this handbook thoroughly and don't hesitate to reach out with questions or for clarification.

Welcome to Ethos Classical! We are so thankful for the privilege of providing your scholar with a truly extraordinary education.

With urgency and eagerness,

Mrs. Castillo

Founder and Executive Director

LEADERSHIP

OUR BOARD

The school is governed by a Board of Directors that brings community, educational, and professional perspectives to the governance of the school. They are dedicated to our mission and committed to our scholars.

Tiffany Fick, Professional Development Specialist, EL Education

Bernard Hines, Retired, Formerly, Associate Director, AT&T Network Operations
Finance

Paula Moody, Senior Director of Programs, Families First

Melissa Moore, Vice President, Finance & Operations, Thrive Chicago

Alia Lamborghini, Vice President, Head of US Client Sales and Strategy, Verizon
Media

Tony Mitchell, Associate Director, State Government Affairs - Southeastern
Region, CSL Behring

Eleina Raines, Political Director, Warnock for Senate

OUR LEADERSHIP TEAM

Emily Castillo León, *Founder and Executive Director*

Mrs. Castillo León is the Founder and Executive Director of Ethos Classical. Mrs. Castillo León has a proven track record of transformative academic outcomes for scholars in district and charter schools. As the Founding Assistant Principal of KIPP Nashville Collegiate High School, Mrs. Castillo León led the humanities team to the highest scores in KIPP network history on the NWEA MAP Reading Assessment as well as scholars demonstrating growth in the 99th percentile on the Tennessee English I End of Course Exam. Mrs. Castillo León began her career in education as a high school English teacher in Charlotte, North Carolina. As Lead English II Teacher, Mrs. Castillo León led her scholars, and her team, to a 92% overall pass rate on the state writing assessment, positioning her school as the third-highest achieving of 21 high schools in the district. Mrs. Castillo León then served as Manager then Director of Teacher Leadership Development with Teach For America where she modeled best-practices with managers and teachers and led a cohort of first-year English teachers to “significantly exceed growth” on Common Core-aligned state assessments. Prior to Founding Ethos, Mrs. Castillo León was a Fellow with the highly selective Building Excellent Schools Fellowship. Mrs. Castillo León received a B.A. in English and Communications from Wake Forest University.

Danielle Mack, *Head of School*

Mrs. Mack currently serves as the Head of School at Ethos Classical. Mrs. Mack joined the Ethos Team after an extensive career in education spanning elementary through college level scholars. From teaching both 1st and 7th graders to working on a college campus as an admissions officer, Mrs. Mack has a passion for working with scholars and helping them through the big transitions in their educational lives. Most recently, she has been the Founding Dean of College Counseling for five years at a highly successful charter school in Chicago, IL. During this time, she has lead a team of college counselors in ensuring that 100% of graduating seniors earned a college acceptance in to a 4 year university or college. Her work as a Senior Assistant Director of Admissions at Washington University in St. Louis gave her the experience needed to guide her scholars to college and now she’s ready to support scholars in their very first years of school at Ethos Classical. Mrs. Mack recently moved to Atlanta

with her husband and children to join the Ethos team. She chose Ethos because of the beautiful balance of having a rigorous curriculum with a supportive staff that cares for each and every scholar.

Shamar Knight-Justice, *Principal*

Mr. Knight-Justice currently serves as the Principal of Ethos Classical. Mr. Knight-Justice graduated from North Carolina A&T in 2010 with a degree in Business Marketing. After graduation, he became a member of Teach For America in Charlotte, North Carolina where he taught secondary English for four years, before then moving to Washington, D.C. and becoming an elementary teacher. Mr. Knight-Justice currently serves as the Board Chair for The Collective Atlanta, which is Teach For America's alumni of color association, and helps create events and opportunities that strengthen the rapport between current corps members and alum of color. Mr. Knight-Justice has also worked for Teach For America at two different training institutes for first year teachers, serving as an instructional coach for two years, and a summer school principal for three years. He is a member of the Atlanta cohort of Profound Gentlemen, which seeks to develop and retain male educators of color. In his spare time, Mr. Knight-Justice is finishing his manuscript for a young adult fiction novel, and enjoys window-shopping with his wife at J. Crew.

Kierra Gambrell,

Ms. Gambrell currently serves as the at Ethos Classical. Ms. Gambrell is entering her tenth year in education as the at Ethos Classical Charter School. She completed her undergraduate degree in Criminal Justice from Virginia Commonwealth University in 2012. After graduation, Ms. Gambrell joined Teach For America in Metro Atlanta where she taught high school special education for four years across all grade levels and subjects. In 2016, she graduated with her Master's degree in Special Education from Kennesaw State University. She then went on to serve as the Lead Special Education teacher for a Fulton County charter school where she oversaw all of the special education instruction and compliance systems for scholars in both the sixth and seventh grades. Ms. Gambrell transitioned to KIPP Metro Atlanta in 2017 where she taught third grade writing. That year, Ms. Gambrell's scholars achieved the first and second place title in KIPP's national writing contests for scholars in grades 3-5. Currently, Ms. Gambrell was also the Response to Intervention Coordinator at KIPP

where she designed and implemented research-based interventions for scholars who were struggling academically and behaviorally.

PHILOSOPHY

The education philosophy of Ethos Classical is based on two core ideas: an achievement-oriented culture that leads to personal excellence and a classical curriculum that guarantees future academic success. Both of these are grounded in the absolute belief that all scholars have the right to an extraordinary, college-preparatory education starting in kindergarten.

PERSONAL EXCELLENCE: CREATING AN ACHIEVEMENT-ORIENTED CULTURE

Educating scholars toward personal excellence is crucial to Ethos Classical's mission. Schools that produce exceptional results from their scholars attribute a large part of that success to a school culture that emphasizes achievement. We believe the recipe for an outstanding culture includes:

- High expectations for every child from every adult
- Partnership and frequent communication between teachers and families
- Structured classrooms that include clear, consistent rules
- Joyful and creative teaching with cheers, chants, music, art and play embedded in content

ACADEMIC SUCCESS: A CLASSICAL CURRICULUM

Ethos Classical develops and promotes both high expectations as well as a developmentally appropriate curriculum that scholars master. Scholars of all abilities learn more in difficult courses than in low-level courses and are more likely to master difficult material if adequate support is provided at the instructional level. We strive to always challenge scholars with curriculum that supports them to achieve their personal best. We provide a classical curriculum with the following components:

- Focus on literacy
- Meaningful arts enrichment
- Tailored learning supports for scholars and families
- Accountability for measurable results

- More time to learn
- Strategic hiring and staff development

CORE VALUES

Ethos Classical is characterized by a desire to put BOTH academics and character first. We strive to build a strong community within the school and work to actively engage our scholars in their learning. We believe that the more scholars are invested in school, the less opportunity there will be for disruption. As a result, we operate with four character values for our entire school community: Tenacity, Respect, Urgency, Eagerness.

ATTENDANCE AND PROMOTION

ATTENDANCE POLICY

In order to achieve our ambitious mission, scholars at Ethos Classical must be in school, ready to learn EVERY SINGLE DAY. Out of respect for your scholar's learning, regular attendance is mandatory and poor attendance will receive intervention from our school counselor. We encourage families to not schedule vacations and non-emergency appointments during school time. Families should take advantage of holidays and school vacations, to schedule appointments and travel.

ABSENCES

Absences are only "excused" for illness, suspension, a verifiable family emergency, court order, observation of religious holidays, certain visits with a parent or legal guardian in military service as further defined by State Board of Education Rule 160-5-1-.10, or some other reason deemed by the Head of School to have merit based on the circumstances. Documentation must be provided for an absence to be "excused". To be counted as present, a scholar must remain in school until 11:30 a.m. If a scholar comes to school, and must go home before 11:30 a.m., then the scholar's attendance status will be changed from "Present" to "Half Day Absent."

Additionally, if a scholar arrives to school after 11:30 a.m., they will be marked as "Absent." All other absences, including those related to trips or vacations taken outside of school-wide breaks, are considered "unexcused."

Ethos Classical, ultimately, does **not** make a major distinction between excused and unexcused absences. Because Lifework is made available for the full week in advance, our expectation is still for it to be completed. Our policy is to not provide make-up work, unless there is an extended, excused absence due to medical or family emergency.

TARDIES AND EARLY DISMISSALS

Scholars are expected to be inside the school building, in full uniform from 8:15 a.m. – 3:10 p.m. Monday – Friday. Scholars arriving at school after 8:15 a.m. are marked tardy. Early dismissals are when scholars are signed out of school before 3:10 p.m. In order to ensure a safe and orderly dismissal, no scholar is allowed to be signed-out after 2:30 p.m. and will be dismissed through our normal dismissal procedure.

CONSEQUENCES

If after trimester 1, a scholar's attendance rate is 85% present or lower, the scholar is at risk of retention. Similarly, if a scholar is tardy or dismissed early for 25% of days, they are also at risk of retention. Exceptions to this policy are made on extremely rare occasions for long-term hospitalizations, court-mandated appearances and religious observances. Additionally, scholars are afforded rights under Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act should their absences be related to a disabling condition.

- **Eight absences in a trimester:** If a scholar misses six (8) days of school in one trimester (15% of the trimester), it is considered a significant amount of time missed and a serious concern. At this point, the school will require that the parent/guardian meet with the scholar's teacher for a mandatory conference. At this meeting, both the family and the school will discuss the problem, its impact on the scholar's education and develop an attendance plan.

- **Eighteen cumulative absences:** When a scholar is chronically absent (defined as 18 absences at any point in the year), the school will require that the parent/guardian meet with the scholar's teacher, as well as a school administrator to discuss the problem, its significant impact on the scholar's education, and the risk of retention.
- **Sixteen tardies and/or early dismissals in a trimester:** If a scholar is tardy or signed out from school before 3:15 p.m. sixteen (16) times in a trimester (25% of total school days), it is considered a significant amount of time missed and a serious problem. The parent/guardian will meet with the scholar's teacher to discuss the attendance concerns, the impact on the scholar's education, and the potential solutions that can prevent tardies/ early releases in the future.
- **Thirty-two cumulative tardies:** If a scholar is excessively tardy (defined as 32 tardies at any point in the year), the school will require that the parent/guardian meet with the scholar's teacher, as well as a school administrator to discuss the problem, its significant impact on the scholar's education, and the risk of retention.
- If a scholar is absent the first five (5) days of school without an explanation or has unexcused absences for ten consecutive days during the school year, then that scholar may lose his or her seat at Ethos Classical or be considered withdrawn from the school consistent with state law.
- At any point in the academic year, the school reserves the right to schedule a meeting with a parent/guardian of a scholar whose attendance is a critical concern.

Finally, According to State Board of Education ("SBOE") Rule 160-5-1-.10, all scholars under 18 are expected to be in school. All scholars under the age of 18 will be expected to comply with these laws and the school will follow procedures set out in SBOE 160-5-1-.10 if the scholar does not comply with the law. In cases of truancy, the

Head of School (or her/his designee) will investigate the situation. Ethos Classical operates in compliance with SBOE 160-5-1-.10 requirements, which can include mandated reporting of truancy to appropriate state agencies.

EARLY DISMISSALS

The parent/guardian, or designee must sign the scholar out with the Front Office before removing the scholar from school grounds prior to the end of the school day. Scholars will not be dismissed unless the parent or guardian has physically come to the Front Office. **Early dismissal requests for pickup after 2:30 p.m. will not be granted.** Likewise, if a scholar needs to be sent home due to a behavioral infraction or medical need, a parent/guardian must come to the school, meet with a school administrator, and then remove the scholar from school.

DISMISSAL AND AFTER-SCHOOL

Scholars will be dismissed from school at 3:10 p.m. Parents/guardians who arrive before dismissal must wait in the carpool line or designated walkers' area until scholars are dismissed by their teacher. **In order to ensure a timely dismissal for all scholars, we are unable to provide early dismissal for scholars in the last 45 minutes of school.** The last 45 minutes of the day contain important learning for scholars, and this part of the day is critical to ensuring that all necessary Lifework and announcements get home with scholars.

If parents need to speak to a teacher or conduct any other classroom business, this should occur by appointment with the teacher only.

Families who do not pick their scholars up on time (3:40 p.m) will be charged \$15 per scholar per day for Late Pick Up.

Timely pick-up of scholars is critical so that our already hard-working and highly dedicated team members do not have to stay after their normal working hours. Keep in mind that Ethos Classical teachers are salaried employees and do not earn overtime when they work beyond their regular schedule.

ARRIVAL AND EARLY MORNING PROCEDURES

Ethos Classical opens its doors at 7:45 a.m. every day. Scholars are welcome to arrive any time between 7:45 a.m. and 8:15 a.m.

- If children are eating school breakfast, they must arrive **inside the building** by 8:10 a.m.
- If children are not eating school breakfast, they must arrive **inside the building** by 8:15 a.m.

ACADEMICS

REPORT CARDS

Teachers and staff utilize report cards each trimester to formally communicate a scholar's academic and behavioral performance. Grades do reflect effort but are focused on a scholar's level of mastery of the material. Report cards will be based on standards and reflect the learning of the scholar. For the 2022-2023 school year, Ethos Classical has scheduled mandatory parent conferences on the following dates:

- November 28, 2022
- March 20, 2023
- June 6, 2023

We will work with families to schedule a 20-minute time slot for their conference. **Please note that scholars do not report to school on these days.**

LIFEWORk

Lifework (homework) is an essential component of Ethos Classical's educational program. The work we send home is designed to reinforce the knowledge and skills that were taught in class, help scholars develop a deeper understanding of academic concepts, and promote the habits that we recognize will be important in

college, career, and life. Because we know how important it is to teach these values to scholars, **Lifework will be assigned every night at Ethos Classical.** It is critical that **families review and sign their child's Lifework and monitor its completion every night.** For K-2, Lifework requires 15-25 minutes of work each night. For 3-5, Lifework requires 25-40 minutes of work each night.

Lifework includes two components: Independent Reading books and a Lifework Folder. Scholars are expected to return these items to school every morning. If the materials are missing or incomplete, scholars will complete the assigned work during recess or choice time.

Ethos Classical families who have not completed their scholar's Lifework or returned Independent Reading books will receive a note home in the child's Lifework folder. Lifework is considered complete only when all assignments have been done, books have been returned and a parent/guardian has signed the front page of the Lifework packet and T.R.U.E. Report.

PLEASE NOTE: *Lifework is a critical part of your child's education. It develops their organizational skills, reviews important instructional material, and allows teachers to recognize where scholars need help. This work is what truly helps support scholars to be successful and prepared for college and we take it seriously. While in the early grades you might find the content to contain review material, the reinforcement builds lifelong habits that will benefit children for years to come.*

HABITS OF PRODUCTIVE LIFEWORK COMPLETION

Teachers will

- Create meaningful assignments
- Be certain that every assignment is understood
- Relate the assignment to what was learned in class
- Use Lifework as a way to check for understanding of the skill and content

Scholars will

- Show their Lifework folder to their families each day

- Be responsible for completing assignments on time, accurately, and neatly
- Complete all missed assignments due to absences
- Read every day
- Always try their hardest

Parent/guardian(s) will:

- Provide time and a quiet place for scholars to complete Lifework
- Help the scholar develop responsibility by completing all of their assignments
- Be aware of all assignments (by looking at the Lifework agenda), and review the child's work
- Sign the Lifework agenda each night, as well as the T.R.U.E. report
- Make sure that every assignment is completed to Ethos Classical standards
- Talk to their child about what he or she learned at school and encourage their child to
- Develop a positive attitude about learning
- Read to or with their child every night for 15 minutes

INTERVENTION

Ethos Classical recognizes that all scholars will learn and grow in different ways and at different speeds. As such, some scholars may require additional support in the curriculum. Scholars may require support because of language, special needs, or trouble with a specific concept. Ethos Classical will take clear steps to provide scholars and families with the support they need. This may include individual attention in the classroom, small group instruction or individual support outside of the classroom. If additional time after school is required, parents/guardians will be notified in advance.

ASSESSMENTS

In addition to the traditional classroom assessment measures, we will use several other assessment tools to evaluate the progress of our elementary scholars:

Externally-created exams: Ethos Classical scholars are held to the same standards as other scholars in Georgia. Scholars will take the state assessments in grades 3-5 in math, reading, and writing in order to demonstrate grade-level proficiency. In grades K-2, scholars will take the NWEA MAP – a nationally standardized assessment- in reading and math.

Reading benchmarks: To demonstrate scholars' progress in reading, scholars will be given reading proficiency tests, such as the STEP assessment. The STEP assessment is a one-on-one reading assessment that gives teachers and parents important information regarding reading fluency and phonics development. The results will determine the scholar's current reading level that will be noted on report cards.

Interim assessments: Ethos Classical will administer interim assessments to demonstrate regular scholar progress and to address scholars' ongoing academic needs. These interim assessments will be given in the core areas of Language Arts and Mathematics.

PROMOTION POLICY

The Head of School is authorized to make initial grade placement of a scholar and to promote, accelerate or retain scholars after initial grade placement. After initial grade placement, a scholar is expected to progress through the grades one year in each grade receiving the benefits of academic, social and physical growth usually accompanied with a full year of development.

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

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

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

SCHOLAR SUPPLIES

The easiest way to manage supplies in primary classrooms without disrupting classroom time or having unprepared scholars is to have shared supplies within the classroom. Ethos Classical aims to provide scholars with their own supplies and we do not ask families to purchase materials besides the scholar's headphones. The purchase of these supplies are covered through the scholar fee.

SAMPLE DAILY SCHEDULE

Homeroom: Maya Angelou		
7:45-8:15	30	Breakfast/Independent Reading
8:15-8:35	20	Morning Meeting
8:35-8:45	10	Bathroom Break
8:50-10:00	70	Guided Reading
10:05-10:35	30	Intervention Block
10:40-11:10	30	Spanish
11:10-11:20	10	Bathroom Break
11:20-11:40	20	Recess
11:45-12:05	20	Lunch
12:10-12:35	25	Writing
12:40-1:50	70	Math
1:55-2:05	10	Snack
2:10-2:55	45	Enrichment
3:00-3:10	10	Pack Up
3:10-3:40	30	Dismissal

SCHOOL CULTURE AND SAFETY

CLOSED CAMPUS

Under no circumstances are scholars allowed to leave the school building without permission. A scholar with permission to leave may only leave under the escort and supervision of an authorized adult. Scholars should be aware that the school has several neighbors and should be respectful and courteous of their needs. Once scholars have entered the school in the morning, they may not leave the building unless they are escorted by a school staff member or other authorized adult.

VISITOR POLICY

All visitors are required to report to the Front Office upon entering the building. Any visitor, including parents/guardians, who do not report to the office or are found in the building without authorization, will be asked to leave immediately. Visitors must wear visitor badges at all times to indicate that they have checked in at the Front Office.

SCHOOL SEARCHES

In order to maintain the security of all scholars, the school authorizes the Head of School and the Head of School's designee(s) to conduct searches of scholars and their belongings if the authorized school official has reasonable suspicion to believe that the scholar is in possession of an item which is illegal or against school rules. In authorizing searches, the school acknowledges both state and federal constitutional rights, which are applicable to personal searches of scholars and searches of their possessions. Reasonable individualized suspicion to conduct a search of a scholar or a scholar's possessions and the scope of the particular search shall be based upon, among other things, the scholar's age and sex, the prevalence and seriousness of the problem to which the search is directed, the urgency necessitating an immediate search, and the probative value and reliability of information used as justification for the search.

SEIZURE

When conducting cubby searches, the Head of School or her designee may seize any illegal or unauthorized items, items in violation of board policy and/or school policies or rules, or any other items reasonably determined by the Head of School or her designee to be a potential threat to the safety or security of others. Such items include but are not limited to the following: contraband, controlled substance analogues or other intoxicants, dangerous weapons, explosives, firearms, flammable materials, illegal controlled substances, poisons, and stolen property. Law enforcement officials shall be notified immediately upon seizure of such dangerous items or items that schools are required to report to law enforcement agencies. Any items seized by the Head of School or her designee shall be removed from the locker and held by school officials for evidence in disciplinary proceedings and/or turned over to law enforcement officials. The parent/guardian of a scholar shall be notified by the Head of School or her designee of items removed from the locker.

UNIFORMS

School uniforms must be worn at **ALL** times, unless given permission by the school's administration. Uniforms are meant to stress the fundamental equality of all scholars and to remove clothing-related distractions. In many schools, these distractions lead to competition and disrupt school culture. Ethos Classical is a place for serious work and learning and we learn and succeed as a team. ***If a scholar arrives without all components of the correct uniform, school administration will notify the scholar's parent/guardian of the uniform infraction as an initial warning. School administration will expect for the scholar to return to school in full uniform the following school day. After the third infraction, the family will be called to bring a change of clothes. Once the scholar has reached eight infractions in a trimester, the scholar will not be allowed in the building until they are in correct uniform.***

Embroidered shirts **MUST** be purchased from the official school uniform vendor, French Toast Schoolbox.

NOTE: Exceptions to the dress code will not be made due to untimely ordering or receipt of the uniform except in rare cases where it is a direct result of action or inaction on the part of the vendor.

All remaining uniform items (pants, belts, shoes) can be purchased at the store of your choice so long as they comply with the specifications listed below. Please note Ethos Classical is **NOT** a direct vendor of the Ethos Classical embroidered tops and does not stock, nor sell the tops on site unless otherwise communicated.

Ethos APPAREL: Scholars must wear either an unaltered, logoed top or an authorized Ethos t-shirt each day. Shirts must always be tucked whenever scholars are on school grounds. **Families must purchase embroidered shirts from the official school vendor and may purchase t-shirts from the Ethos Swag Store.**

OUTERWEAR: While scholars are not required to wear these items during the school day, we recommend that each scholar own a **logoed solid navy** crewneck sweatshirt purchased from the Ethos Swag Store or an embroidered **outerwear item purchased from French Toast** to ensure they are comfortable in class, as temperatures can fluctuate slightly. Crewnecks or cardigans must be worn over a logoed shirt Monday–Friday. Official logoed items (cardigan or sweatshirts) can be purchased from our official uniform vendor. Hooded sweatshirts, coats/jackets (defined as any item with a zipper), sweaters, or sweatshirts that are not logoed apparel will be stored on scholars' hooks immediately upon entering the building and cannot be worn inside classrooms.

JUMPERS: Our official school vendor sells navy and plaid jumpers to Ethos Classical families. Scholars may only wear a navy or plaid deep V jumper with an Ethos Classical top underneath.

NON-LOGOED APPAREL

UNDERSHIRTS: Scholars may only wear a solid, plain **white** short-sleeved crewneck t-shirt underneath their logoed polo or t-shirt. Collared or frilled shirts are **not** permissible as undershirts. Please note, scholars are not required to wear undershirts and can wear a long or short-sleeved version of the logoed shirt.

PANTS: Scholars must wear navy professional **dress uniform** pants or navy professional **dress uniform** shorts. Capri pants, jeans, sweatpants, joggers and corduroys are not permitted. In kindergarten, we **recommend** parents choose a pant with an elastic waist. Scholars may not wear navy pants that are low-rise, flare, bell-bottom, cargo (definition: more than two front pockets and two back pockets), carpenter, wide-legged, overly tight or baggy, or made of denim or corduroy. Professional shorts are long enough to reach the top of a scholar's kneecap and short enough to not stretch past the bottom of a scholar's kneecap.

Scholars may not wear pants with logos, unless it is the Ethos Classical logo or a small dress pant logo (i.e. Dockers) on the rear pocket. No other logos are allowed. Designs, jewels, glitter, etc. on the pockets of pants are not permitted.

SKORTS AND SKIRTS: Scholars may wear a navy or plaid skort or skirt. If Ethos Classical determines that a scholar's skirt is not professional due to design or length, they may ask the parent/guardian to replace it.

LEGGINGS AND TIGHTS: Underneath appropriate navy or plaid bottoms, scholars may wear **solid black, navy blue, gray or solid white tights/stockings (must cover the feet)** in cold weather or any color shorts in warm weather. **Stretch pants and leggings that do not cover the feet are not permitted.**

SHOES AND SOCKS: Scholars must wear solid **black sneakers or dress shoes.** Shoelaces and all parts of the shoe must be black. Open-toed shoes are not permitted. Shoes with wedges or heels are also not permitted. Flip-flops, stilettos, stacks, roller skate shoes, and sandals are not permitted. Shoes and/or sneakers must be laced up, with tongue inside, and tied securely. Pant legs must be worn over the shoe. While we do not sell shoes, we do recommend that kindergarten children use velcro or slip-on shoes until they can tie their own laces.

BOOTS: In the winter months or in rainy conditions, scholars are permitted to wear any color boots, but will be required to change into a plain, solid black uniform shoe before entering their classrooms if the boot is not solid black.

BELTS: Starting in third grade, belts must be worn. Belts must be **solid black** and must be worn with navy-colored bottoms that have belt loops. Belts may not hang down. Studded belts are not permitted. Belt buckles must be a solid color metal (silver, gold, etc.). Buckles may not be oversized or in distracting shapes or designs (ex: glittered, heart-shaped, etc.). What is over-sized or distracting is determined by the sole discretion of Ethos Classical staff.

ACCESSORIES AND MAKE UP: Earrings must be professional and smaller than the size of a U.S. dime. All necklaces must be tucked inside the shirt. Wristbands, and multiple or distracting wrist wear are prohibited. Other distracting accessories are not permitted. What is over-sized or distracting is determined in the sole discretion of Ethos Classical staff.

HEAD COVERINGS: No hats or other head coverings are permitted, including scarves, hairnets, athletic sweatbands, and bandanas anywhere inside the school building at any time, except where mandated by legitimate religious observation or logoed Ethos items.

RELIGIOUS EXEMPTIONS: Any clothing items or accessories mandated by legitimate religious observation are permissible within the Ethos Classical uniform policy.

MISCELLANEOUS: Scholars may not wear clothing with logos, unless it is the Ethos Classical logo. Clothing must be sized appropriately. What is too big or too small is determined by the sole discretion of Ethos Classical staff. Scholars may not alter their clothing in any way (ex: writing, drawing, cutting, fraying, etc.). Scholars may **not** wear clothing with significant stains or holes (ex: large ink blots, food stains, etc.).

LOST AND FOUND

To prevent confusion, **parents should write their scholar's name in permanent marker on the tags of all clothing.** Since every scholar wears the same clothing, mark your tags clearly and help your scholar keep track of all jackets, sweaters and coats. All clothing items that are left in common spaces (playground, hallways etc.) will be put in the school's Lost and Found bin for families to retrieve. Each classroom

will also have a Lost & Found for items with no scholar names. Note that we empty the Lost and Found bin every month and donate all items.

EXTRA CLOTHING: All kindergarten scholars **must** bring an **extra set of uniform clothes** in the event of a bathroom accident or spill. Families should bring an extra set of uniform clothes (pants, underwear, and polo) in a clear, Ziploc plastic bag with the scholar's name written clearly in permanent marker. Scholars' extra sets of uniform clothing will be stored in the scholar's cubby at school. Families should include a logoed Ethos Classical top, solid white crewneck undershirt, socks, underwear and navy bottoms. When scholars have accidents or spills and use their extra set of uniform clothing, parents/guardians should send another clean set of clothing the following school day. Scholars without a change of clothes will need to have a parent/guardian drop off items or pick up the scholar for the remainder of the day depending on the severity of the accident/spill.

DISCIPLINE AND CONSEQUENCES

DISCIPLINE AND TRUE VALUES

Discipline is a foundation for learning. At ethos, discipline refers to how we "teach" scholars the expectations so that they can make better decisions and handle themselves well in the future. Discipline also refers to organized and orderly classrooms, where time is used efficiently and everyone is working their hardest. An important component to discipline is structure. Structure provides a clear framework for learning to take place. Ethos Classical's structure provides a safe place where scholars can focus on their learning and growth. In some school environments or classrooms you might hear these referred to as "rules." We choose to use the word **values** because we know these are bigger than rules. Our school-wide values promote appropriate behavior, create order and predictability in the classroom, reduce misbehavior, and set-up every child up to **be a scholar**. We have clear consequences for what will happen if a scholar chooses to not meet an expectation, as well as systems to reinforce good behavior and reward the scholars who are doing it right.

SCHOOL-WIDE VALUE EXAMPLES

EXPECTATIONS	EXAMPLES
<p>Tenacity</p>	<ul style="list-style-type: none"> • I can receive a consequence without pouting or becoming upset. • I can do my Lifework every night even when an adult doesn't remind me to do it. • I keep working, even when something is hard.
<p>Respect</p>	<ul style="list-style-type: none"> • I tell the truth immediately any time someone asks me a question, even if the truth is hard. • I say good morning, please, and thank you. • I can play with or talk to anybody in my class.
<p>Urgency</p>	<ul style="list-style-type: none"> • I use time well. I don't dawdle or go to the bathroom or Main Office I really need to. • I keep my papers, folders, coat, backpack, and Lifework folder neat and in the right place. • I can walk silently in the hallway by myself.
<p>Eagerness</p>	<ul style="list-style-type: none"> • I raise my hand quickly when my teacher asks a question. • I show that I love to learn by completing my work and contributing to my class. • I get to school on time every day and am ready to learn.

S.T.A.R.

To help scholars learn scholarly habits, Ethos Classical expects them to sit in what we call S.T.A.R. at specific portions of the day when full-class attention and engagement is required.

- S- sit up straight
- T- track the speaker
- A- answer and ask questions
- R- respectfully listen

H.A.L.L.

Scholars also show they are prepared and respectful when they are in the hallway. To help scholars learn scholarly habits, Ethos Classical expects them to be in H.A.L.L.

- H - Hands by their sides
- A- All eyes forwards
- L- legs walking safely
- L - lips zipped

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CONSEQUENCES FOR NOT MEETING EXPECTATIONS

At Ethos Classical we think of consequences as feedback to scholars in order to support them in making the best choices. Scholars need to know what will happen when they do, or do not, meet an expectation.

In K-2, there is a color that corresponds with each consequence so scholars can self-monitor their behavior. In K-2, if a scholar makes a choice that is not aligned with the school's expectations, the teacher will move the scholar's clip down on the color chart stick, or clipstick. The chart below provides a description of how the color chart system will be implemented in every classroom. It is important to note that a scholar's clip is fluid throughout the day, meaning that scholars always have the chance to move their clip back-up after receiving a consequence.

TRUE BLUE SCHOLAR
I led today with
Tenacity, Respect, Urgency, and Eagerness!

SUCCESSFUL CHOICES
I made successful choices that GREW my BRAIN today!

READY TO LEARN
I made good choices today.

REMINDER
I needed reminders on how to make good choices today.

REFLECT
I made choices that caused me to miss learning opportunities today.

In 3-5, a scholar would receive a paycheck deduction via Kickboard. Each week, scholars are **recognized for their positive behaviors** with a Kickboard “paycheck,” which they can use for school incentives. Kickboard is used to track all behaviors, however our focus is on emphasizing the positive behaviors aligned to our TRUE BLUE values.

At Ethos Classical, we treat consequences as chances for a scholar to **reset**. At Ethos Classical we use the term ‘reset’ with scholars to mean “time away from their team” or a loss of privilege. This could mean

that a scholar will sit at his/her desk while the class is on the carpet or will sit with the Manager of Scholar Culture in the Reset Room. When a scholar resets away from the team, it allows the teacher and other scholars to continue instruction uninterrupted – our most important job at school. An example of our school wide consequence ladder is shown below. Consequences build gradually and depend on the severity of the conduct displayed.

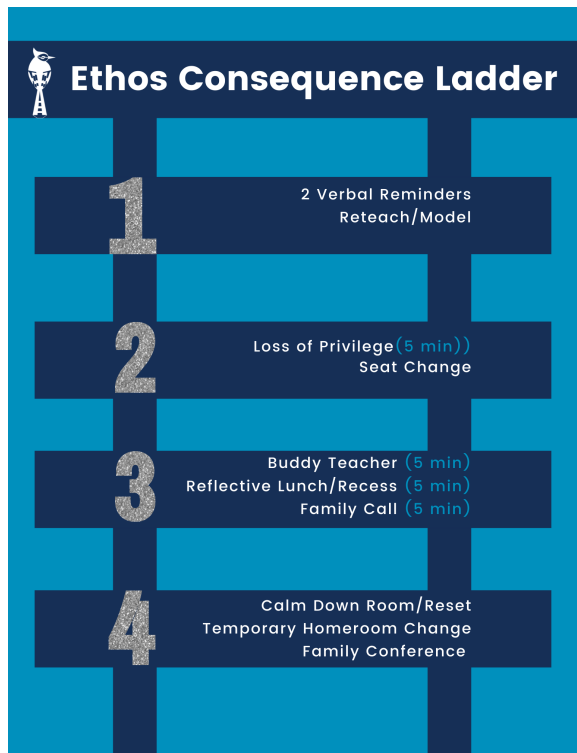
GROUP PENALTIES

Ethos Classical retains the right to penalize scholars as a group. The school does not seek to discipline the good with the bad, but we do believe that we are one team with one mission, in certain instances, we must take responsibility for each other.

LOSS OF PRIVILEGES

In addition to the ladder of consequences above, Ethos Classical offers scholars many privileges that may be taken away as a consequence for poor behavior. Privileges that can be lost include: participation in birthday celebrations, field trips,

school events, recess, enrichment classes, and socializing during meal times.



SCHOLAR RESPONSIBILITY: SCHOLAR CODE OF CONDUCT

Our goal is to offer a quality education program. To fulfill this goal, scholars need a positive, safe, and orderly school environment in which learning can take place without disruption. Scholars who do not observe the rules of good conduct in the classroom or on the playground decrease both the learning and safety of others and their own opportunities to learn. Therefore, our staff takes a very proactive role in enforcing the Scholar Code of Conduct outlined below.

Scholars are expected to demonstrate respect and courtesy by following staff members directions, being kind to others, and being considerate of others' and the school's property.

ACTS OF MISCONDUCT

The acts of misconduct listed in this Scholar Code of Conduct are not to be construed as an all-inclusive list or as a limitation upon the authority of school officials to deal appropriately with other types of conduct which interfere with the good order of the school, the proper functioning of the educational process, or the health and safety of scholars.

A scholar violating any of the acts of misconduct listed in this Scholar Code of Conduct shall be deemed to be guilty of a gross misdemeanor and will be disciplined. Additionally, a scholar who engages in an act of misconduct that violates the law may be referred to law enforcement.

Scholars are expected to follow the Code of Conduct when

- on school property;
- in a motor vehicle being used for a school related purpose;
- at a school-related activity, function or event;
- at any time or place when the scholar's behavior has a direct and immediate effect on maintaining order, safety, health and discipline in the school;
- engaging in an act of misconduct when the scholar was not enrolled in the school or was enrolled in another school, if the act of misconduct would constitute a sufficient basis for suspension or expulsion for being convicted of, being adjudicated to have committed, being indicted for, or having information filed for the commission of any felony or any delinquent act which would be a felony if committed by an adult.

Acts of misconduct include, but are not limited to, the following:

- False allegations against staff, volunteers, or scholars
- Falsification of records or scholastic dishonesty (including cheating and plagiarism)
- Misuse of copyrighted materials
- Bullying and harassment
- Cyber-bullying as defined by the Technology Use and Internet Safety Practices and Procedures
- Criminal Sexual Conduct
- Indecency (either with clothing/exposure, pictures or public display of affection)
- Violations of building rules and regulations
- Violations of rules or policies as set forth in the Parent and Scholar Handbook
- Any and all forms of smoking, tobacco possession or use including e-cigarettes/vaporizers and paraphernalia
- Trespassing, loitering
- Suspended or expelled scholar on school property or attending school activities
- False alarms
- Defacement/Damage of property or theft/possession of stolen property

- Coercion, extortion or blackmail
- Arson
- Possession of firework(s), explosive(s) and/or chemical substance(s)
- Possession and/or sale of alcohol and/or drugs (narcotic drugs, look-a-like substances and illegal chemical substances)
- Possession of look-a-like weapons
- Possession of dangerous weapons as defined by state law and dangerous weapons or instruments not otherwise enumerated herein
- Possession of personal protection devices (such as tasers, mace, pepper-spray, etc.)
- Fighting, physical assault and/or battery on another person
- Gangs and gang related activity
- Violation of Technology Use and Internet Safety Practices and Procedures
 - Misconduct prior to enrollment
 - Chronic disciplinary problems that interfere with the learning process of other scholars and show a disregard for the rules and regulations established by the School Board
 - Verbal assault
 - Malicious or willful types of behavior that endanger the safety of others
 - Extreme acts of defiance and/or threats toward teachers/other adults/fellow scholars
- Criminal acts other than as enumerated herein

Parents/ guardians or scholars who are unsure of what conduct is prohibited by each act should consult with the Head of School.

HARASSMENT, INTIMIDATION, AND BULLYING

The school prohibits acts of harassment, intimidation or bullying (including cyber-bullying and sexual harassment) of any scholar on school property or at a school sponsored event. Bullying is defined as any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so or any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm. It can be non-verbal, verbal, emotional or physical.

All school employees, volunteers and scholars are required to report prohibited incidents of which they are aware to the Head of School. The Head of School is then responsible for determining whether an alleged incident constitutes a violation. In so doing, the Head of School will conduct a prompt, thorough and complete investigation of the reported incident, and prepare a report documenting the prohibited incident that is reported. A detailed bullying policy can be found in the School Safety Policies at the end of the handbook.

DISCIPLINARY PROCEDURES

A scholar may be disciplined at any level depending on the frequency and/or severity of the act of misconduct. A Behavior Referral Report will be completed for each violation of the Code of Conduct and copies are made for the parent/guardian and kept in the scholar's file. Discipline records will be included in any scholar file properly requested by the parent/guardian to be transferred to a subsequent school. Corporal punishment is prohibited as a means of discipline.

- LEVEL 1 EARLY INTERVENTION: The behavior may be a violation of the code of conduct or a disruption of the orderly operation of a classroom or school activity. The inappropriate behavior with the scholar is addressed.
- LEVEL 2 PARENT/GUARDIAN NOTIFICATION: The parent is notified by email, mail, or a note home of the misbehavior.
- LEVEL 3 PARENT/GUARDIAN CONTACT: A conference with the parent/guardian is held in order to discuss the incident and appropriate disciplinary action.
- LEVEL 4 BEHAVIOR SUPPORT PLAN (BSP): When the behavior(s) has reached a level of persistent disobedience, the teacher and/or Head of School or Head of School's designee shall schedule a meeting with the parents in order to implement a Behavior Support Plan or BSP. A BSP will take into consideration the cause of the inappropriate behavior, positive interventions that might be utilized to diminish the inappropriate behavior and necessary consequences that will take place if the behavior continues. The BSP shall be signed by all parties

and copies are made for the parent/guardian and kept in the scholar's file.

- LEVEL 5 SUSPENSION OF 10 SCHOOL DAYS OR LESS OR OTHER DISCIPLINARY INTERVENTIONS: When the act of misconduct disrupts the school environment, the resulting consequence issued by the school administration may include suspension of up to 10 school days, or other disciplinary interventions such as restitution, counseling and exclusion from school activities. The school administration may convene a meeting with the scholar, parents/guardians and others to develop or update an existing Behavior Contract that outlines the expected behavior and disciplinary action. The Behavior Contract shall be signed by all parties and copies are made for the parent/guardian and kept in the scholar's file. The scholar will be granted a right to due process as described in the Due Process Procedures of this Code of Conduct.
- LEVEL 6 LONG TERM SUSPENSION OR EXPULSION: When the act of misconduct is considered a crime under state law, constitutes extreme non-compliance with school rules, or is so extreme that it threatens the safety of others or the scholar is persistently disobedient, the scholar may serve a long-term suspension or be expelled from the school. The scholar will be granted a right to a due process hearing.

DISCIPLINARY PROCESS FOR SPECIAL EDUCATION SCHOLARS

Scholars who are served under IDEA (Special Education) or under Section 504 of the Rehabilitation Act of 1973 are entitled to certain additional rights in the area of discipline based upon their qualification for services under these federal laws.

Scholars for whom an IEP includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is a concern for the health or safety of the scholar or others, the matter will be immediately referred to the Special Education Team.

Scholars for whom an IEP does not include specific disciplinary guidelines may be disciplined in accordance with standard school policy relating to each infraction if it is determined by the Special Education Team that the behavior is not a manifestation of his or her IEP.

Parents/ guardians may request a hearing to challenge the manifestation determination and the child shall remain in his or her current educational placement while the hearing is pending.

A scholar suspected of having a disability shall be referred to the Special Education Team for evaluation.

DUE PROCESS PROCEDURES

The following due process procedures only govern the suspension or the expulsion of a scholar from the school's regular educational program. If a scholar charged with violation of this Scholar Code of Conduct has been returned to the regular school program pending a decision, then such action of reinstatement shall not limit or prejudice the school's right to suspend or expel the scholar following that decision.

A. Suspension of Ten (10) School Days Or Less

As a general rule, prior to any suspension of the scholar, the school administration shall provide the scholar with the following due process:

1. The scholar will be informed of the charges against him/her, and, if the scholar denies the charges, the school administration shall provide the scholar with an explanation of the evidence.
2. The scholar shall be provided an opportunity to explain his/her version of the facts.

If a scholar's presence in school poses an immediate danger to persons or property or an ongoing threat of disruption to the educational process, the school administration may immediately suspend the scholar, and as soon thereafter as reasonable, provide the scholar with his/her due process rights as set forth in this section.

If, after providing the scholar with his/her due process rights, the school administration determines that the scholar has engaged in a prohibited act under this Scholar Code of Conduct, then he/she may impose a disciplinary penalty of a suspension not to exceed ten (10) school days. The school administration shall inform (in person or by phone) the scholar's parent/guardian of the suspension and of the reasons and

conditions of the suspension. A decision to suspend a scholar for ten (10) or fewer school days is final and not subject to further review or appeal.

B. Suspension for Eleven (11) or more school days and Expulsion

The Head of School has the discretion to recommend a long-term suspension or expulsion upon referring a matter to hearing. Hearings shall be heard before a hearing officer designated by the Board of Directors. Such hearing officer shall meet the training requirements of the State Board of Education and Georgia law.

Acts of misconduct warranting long-term suspension or expulsion require that the scholar be immediately placed on suspension for up to ten (10) school days pending the hearing.

1. Hearing for Long-Term Suspension or Expulsion

If a scholar is charged with a violation of the Scholar Code of Conduct carrying a consequence of long term suspension or expulsion, the scholar and their parent/ guardian shall be notified of such in writing by registered mail, as well as the scholar's rights of due process as set forth herein.

The written notice of violation shall state the nature of the violation, the proposed consequence, and the scholar's and parent's/guardian's right to a due process hearing at a specified time and place to determine (i) whether a violation occurred and (ii) whether the consequence of such violation merits the imposition of a long-term suspension.

The notice shall also set forth the right of the scholar and their parent and an advocate of their choice and at their expense to participate in the hearing, the right of the scholar to review and observe the evidence offered against them during the hearing and the right of the scholar to present written evidence or testimony on the scholar's behalf. The hearing shall be held in closed session and a written record of the hearing shall be recorded. The scholar shall have the right to appeal to the Board

of Directors if the hearing was not originally held before the Board of Directors.

The hearing officer shall preside at the hearing for long term suspension, at which time the scholar and parent/guardian shall be advised of the alleged violation and the facts leading toward the allegation. Following the hearing within twenty-four (24) hours the hearing officer shall issue their decision in writing along with a written statement of the scholar's right to appeal the result.

The parent/guardian of the minor child shall be responsible for making arrangements for the child's educational needs during a long term suspension and/or expulsion.

Qualifications of Disciplinary Hearing Officers:

Disciplinary hearing training and officers will meet the qualifications outlined below.

(i) Tribunal Training Provider – one who has expertise and/or knowledge of: 1. all scholar disciplinary provisions in Title 20 of the Official Code of Georgia Annotated, 2. due process requirements under federal and state law, 3. applicable rules of evidence, 4. leading federal and state judicial and administrative decisions, and 5. applicable ethical standards and the role of the hearing officer and panel member as an independent, neutral arbiter.

(ii) Qualified Scholar Discipline Hearing Officer or Disciplinary Tribunal or Panel Member – an individual selected by the local school system who is: 1. in good standing with the State Bar of Georgia, or 2. has experience as a teacher, counselor, or administrator in a public school system, or 3. is actively serving as a hearing officer under an existing contract/agreement with a Georgia school system provided that such individual completes the tribunal training course within 6 months of July 1, 2022.

2. Appeal of Long-Term Suspension or Expulsion

A scholar aggrieved by the decision of the hearing officer may request to appeal such a decision to the Board of Directors. The appeal must be requested in writing within five (5) days of receipt of the imposition of the discipline, must contain the reasons that the decision should be reviewed or reconsidered, must be signed by the scholar or their parent/guardian, and must be delivered to the Board of Directors by way of certified first-class mail. The Board of Directors shall review the decision of the hearing officer for the erroneous application of the handbook's provisions based upon the grounds presented by the scholar in their written request for appeal.

The request for appeal shall be presented at the next regular meeting of the Board of Directors following receipt of the notice of appeal, at which time the Board of Directors shall review the written request for appeal. The appeal may be considered in open or closed session, at the scholar or parent's/guardian's request and shall be conducted in accordance with the rights of confidentiality adhering to Education Records as that term is defined in 20 USC 1232g. In reviewing the written request for appeal, the Board of Directors may, during the review, ask the administration to respond to the written request for appeal orally and may request information of the scholar or their parent/guardian. The Board of Directors shall notify the scholar and their parent/ guardian of the result in writing within five (5) business days of the board meeting at which the appeal was heard.

All determinations of the Board of Directors on appeal or with respect to expulsions are final with regard to due process at the school.

MISCELLANEOUS PROVISIONS

A. Voluntary Agreements

At any time, the Head of School or her designee may enter into a written contract with the scholar and their parents/guardians setting forth the parties' agreement in settlement of disciplinary charges or restitution related to damage to or loss of school property. In such cases, the written agreement shall be final and binding and may not be later challenged by the Head of School or her designee or the scholar or their parent/guardian.

B. Suspended/Expelled Scholars On School Property Or Attending School Activities

A suspended or expelled scholar who enters onto school property or appears at a school activity, event or function without the permission of a building administrator shall be deemed to be trespassing.

C. Maintaining Class Progress

When practical in the judgment of the Head of School, a scholar may be permitted to maintain progress during the disciplinary period.

DEFINITION OF TERMS

Behavior Referral Report is a specific written record of the scholar's act of misconduct. It documents the date, nature of the offense, and the disciplinary action taken by the teacher and/or school administration.

Behavior Support Plan (BSP) is a written document that identifies the cause of repeated misconduct and what steps will be taken in order to help a scholar overcome inappropriate behavior. It is signed by the parents, scholar, and staff member.

Behavior Contract is a written document that outlines the expected behavior and disciplinary action for a scholar. It is signed by the parents, scholar, and staff member.

In-School Suspension refers to a decision to temporarily remove a scholar from the mainstream classroom and to place the scholar in a segregated environment within the school building that allows the scholar to continue to progress in their coursework but denies them access to regular classroom instruction and social interaction with their peers. The In-House Suspension room must be supervised by an adult employee of the building at all times.

Out-Of-School Suspension refers to a decision to temporarily remove a scholar's right to attend school or any school-related activity not to exceed ten (10) school days. A meeting with the parents may be convened to discuss the incident that led to the suspension and to develop a Behavior Contract for the future.

Long Term Suspension is defined as a decision to remove a scholar from school due to extreme non-compliance with school rules or state law for more than ten (10) school days but less than a semester.

The scholar and his/her parent shall be notified in writing of the hearing date before the board designee and the scholar's right to due process. The decision, made by the Board of Directors' designee, can be appealed to the Board of Directors at their next regularly scheduled meeting. All other decisions by the Board's designee are final.

Expulsion is defined as a decision to remove a scholar from school due to extreme non-compliance with school rules/state law for a period of time that exceeds the current semester.

Permanent Expulsion is defined as a decision to permanently remove the scholar from the school. This decision shall be made by the Board of Directors. All decisions made by the Board of Directors are final.

SCHOOL REWARD OPPORTUNITIES

Scholars who choose to follow expectations choose academic success, privileges and rewards. Ethos Classical fully understands and believes that scholars respond best to positive reinforcement and our school strives to reward scholars when they do the right thing.

DAILY T.R.U.E.BLUE VALUES REPORT

The T.R.U.E. BLUE VALUES Report is a daily behavior log that summarizes the scholar's behavior each day across all settings and teachers and serves as a means of communication between home and school. Classroom teachers will use the T.R.U.E. BLUE VALUES Report in addition to Kickboard to indicate to parents which color(K-2nd) or point total (3rd-5th) their child earned on a daily basis.

The T.R.U.E. BLUE VALUES Report is inserted in the back pocket of the scholar's Lifework folder. Families **must** sign the T.R.U.E. BLUE VALUES Report every night and return it to school the following day. If a T.R.U.E. BLUE VALUES Report is not signed, then a scholar's Lifework is considered incomplete.

OTHER REWARDS

SCHOLAR OF THE WEEK

Scholars who demonstrate the T.R.U.E BLUE Values have the opportunity to earn scholar of the week. This privilege comes with school wide recognition and the opportunity to wear a special uniform item ---the scholar of the week blazer.

CLASSROOM JOBS

Assigning classroom jobs helps ensure a clean school. Having a classroom job is a privilege and recognizes scholars who meet or exceed expectations. Classroom jobs include but are not limited to: sharpening pencils, putting away materials, cleaning off desks, distributing papers, distributing snacks and or lunches. Scholars are

selected for jobs on a rotating basis at the classroom teacher's discretion. Some jobs may become positive rewards if they are in "high demand."

CLASSROOM REWARDS

Ethos Classical will extend a number of opportunities throughout the school year for entire classrooms to earn rewards. Classrooms with the highest participation at Parent Teacher Conferences and/or after-school events will earn rewards including, but not limited to: Pajama Day, Free Dress Day, Pizza and/or popsicle parties, etc.

FIELD TRIPS

Ethos Classical takes at least three (3) field trips per year. These field trips are a privilege and will be treated as such – scholars are not entitled to attend. At the discretion of the leadership team, scholars may not be permitted to attend the field trip. Ethos Classical staff takes pride in the meaningful partnerships that we create with families and welcome parents to volunteer as chaperones. Deadlines to volunteer as chaperones will be communicated in the weekly newsletter. Parents must sign up to chaperone field trips by the designated deadline.

COMMUNICATION AND FAMILY PARTICIPATION

PHONE USE

Although Ethos Classical aims to have as much communication as possible with its families, it would take an incredible amount of staffing and resources to provide message services, and we cannot guarantee that messages will actually reach scholars or teachers during the instructional day. Teachers will receive messages after 3:45 p.m. **Scholars may not receive incoming phone calls during the school day unless it is an emergency that requires immediate attention.** If it is an emergency, please call the front office number and leave a message. Scholars are prohibited from using school telephones unless approved by a staff member.

TEACHER CONTACT

Parents are encouraged to communicate with their child's teacher. Teachers will make themselves available as reasonably practicable for phone calls before and after school. Messages may be left for teachers with the Front Office. When leaving a voicemail message, please leave your name and your child's name, a phone number and time you may be reached, and a brief message regarding the reason for the call. Teachers will attempt to return a parent's call within 48 hours of receiving the message, though this will not always be possible. *Please remember that messages will not be received until after the instructional day ends.*

Teachers are also available through their Ethos Classical email address. Parents should contact their child's teacher directly with questions about academic progress, including Lifework, as well as behavior (including T.R.U.E. Reports).

Parents can contact the front office directly for any of the following issues:

- Information about your scholar's records (ex. updating contact information, etc.)
- Visits or volunteering
- Attendance issues
- Calendar and schedules
- Food concerns/needs

Teachers will list their contact information, including email addresses in the introductory letter to scholars' families during the first week of school, as well as on the cover page of the scholar's Lifework folder.

FAMILY ONBOARDING

Families are required to attend Family Onboarding each year. Families will receive a written communication via email, in addition to individualized and robo-calls with the exact times of the onboarding calls. Families will be able to get their questions answered by the school's knowledgeable staff.

FAMILY NIGHTS, BREAKFASTS, AND WEEKEND EVENTS

Ethos Classical will offer morning/evening/weekend events throughout the school year. These events are not required; however, we encourage and welcome family participation. We will send exact dates and times for these events as the school year gets closer. These events might include:

- Coffee with a member of our leadership team
- Content Night and Scholastic Book Fair
- Black History Month Classroom Celebrations
- Earth Day Community Cleanup

MEETING WITH TEACHERS

If you would like to meet with your child's teacher outside of the regularly scheduled conferences at the end of each trimester, you must make an appointment. An appointment can be made by calling the school and speaking with or leaving a message for the teacher directly, as well as by emailing the teacher. Parents should not expect to meet with a teacher without a prior appointment. Because our teachers are teaching your child from 8:15 a.m. to 3:45 p.m., meetings should take place before or after school.

SCHOOL NEWSLETTER

Each month, the school's leadership sends home a newsletter to summarize content taught, to highlight upcoming school programs or closings, as well as to make parents aware of volunteer opportunities. The newsletter will be sent home via email and lifework folders.

VOLUNTEER ON CAMPUS

We encourage families to volunteer time on campus. To ensure that we make the best use of time and efforts - and that we limit disruption to our instructional program - all classroom volunteers must abide by the set of guidelines below.

1. **Complete Mandated Training.** O.C.G.A. § 19-7-5 requires all school personnel - including school volunteers - who have contact with scholars to receive training to assist in the identification of child abuse and neglect. In order to volunteer on campus, all volunteers must submit verification of

completion of mandated reporter training. A free, online training can be completed [here](#).

2. ***Schedule your volunteer time in advance.*** School leaders and teachers are responsible for preparing and also delegating work to family volunteers. In order for school staff to prepare for a volunteer's time and productivity on campus, all family volunteers must be scheduled in advance by signing up on Join Our Class. Please make sure to check in with the Front Office when you arrive for your scheduled volunteer time so that you can receive a visitor's pass. Visitors are expected to wear their visitor's pass throughout the entire duration of their visit to Ethos Classical. All visitors must be escorted during their visit unless they are volunteering after/before school.
3. ***Refrain from talking to, engaging with or disciplining scholars – including your own – in classrooms, as well as talking to or engaging with school staff.*** Scholars are expected to remain focused on their learning while in school. Families should not engage with scholars or instructional staff during instructional time by talking with them, observing their work, etc. **We strive every minute of every day for 100% scholar and staff engagement in learning and ask that you respect our efforts by disrupting our natural school day as little as possible.** Our staff has been extensively trained on specific teaching methods and behavior management techniques. Volunteers should allow the teacher to lead all aspects of the instructional program, and not discipline scholars, including their own.

JOY SQUAD

Joy Squad is a committed action-oriented group of families with a focus on strengthening the school program through school events, fundraisers, community outreach, and other initiatives. It is open to any parent, guardian or adult family member who wants to work collaboratively with other parents and school staff and make measurable additions to the school program.

While we encourage families to be as involved as possible, **at a minimum, we expect the following from every family:**

- Attend Family Onboarding to review school expectations, the Family Handbook, and double-check any logistical items
- Reinforce Ethos academic expectations at home
- Ensure your child is in full uniform every day
- Read to and/or with your child for at least 20 minutes every day, including weekends
- Ensure your child completes the nightly Lifework, sign the T.R.U.E. Report and Lifework agenda, as well as return Independent Reading bags daily
- Attend all parent conferences with your child's teacher to discuss progress and pick up your child's report card

GENERAL POLICIES

ELECTRONIC DEVICES

Scholars are not permitted to have electronic devices in school. Electronic devices include but are not limited to games (Nintendo DS, etc.), tablets, CD-players, portable music devices (*iPods*), and cell phones. None of these devices are needed and often represent a distraction from successful academics and a serious atmosphere. In addition, these items can cause conflict and lead to grief when lost or stolen. While Ethos Classical obviously strives to prevent theft of any item, the school will not spend extra energy tracking down electronic devices that should not be at school. In the event that a scholar disobeys this rule and is seen with an electronic device or uses a prohibited electronic device in school, a staff member will confiscate it. It will be returned only after a parent/guardian has come to school to pick it up..

TOYS

Scholars are **not** permitted to bring toys to school, unless they are instructed to do so by their teacher. Teachers will correspond with parents via written communication at appropriate times when scholars are allowed to bring toys to school.

FOOD PROCEDURES

Scholars who arrive at school after 8:10a.m. will not be offered breakfast in their classrooms.

Ethos Classical offers healthy meals every school day at no charge to your child(ren) through the Community Eligibility Program (National School Breakfast and Lunch). The program provides free breakfast and lunch, as well as free milk for all scholars. Our food service receives support from the U.S. Department of Agriculture through the National School Lunch and School Breakfast Programs.

SCHOOL BREAKFAST

Scholars will receive breakfast every morning – **we serve breakfast each day between 7:45a.m. and 8:10 a.m.** Scholars may choose not to eat breakfast on any given day, but it will still be served to them. **Classrooms stop serving breakfast at 8:10 a.m.** Classrooms clean up breakfast at 8:15 a.m.

SCHOOL LUNCH

Scholars may opt into the school's lunch program or bring their own lunches from home. Families may choose to send a lunch from home on any day, even for families who participate in the school's lunch program. A menu of all meals will be made available to families each month.

LUNCHESES FROM HOME

In order for your scholar to engage in the rigorous academic program at Ethos Classical, it is important that scholars have healthy, balanced meals. As such, families who decide to provide lunch from home must comply with the following guidelines. If your scholar is out of compliance with these requirements, inappropriate food items will be sent back home with the scholar.

Prohibited foods for packed lunches:

- Soda of any kind (even diet)
- Candy of any kind
- Food made with nuts

Suggested items for a nutritious packed lunch:

- Water or 100% fruit juice
- A sandwich, soup or other main dish (Scholars will NOT have access to a microwave, therefore, please do not send meals that must be heated)
- Crackers or 100 calorie pack snack
- Pretzels
- Fruit and/or vegetables

SNACK

A nutritious, afternoon snack will be provided to scholars during snack time every day. We ask that families donate snacks through the Snack Pantry program. Families are expected to contribute 50 snacks per trimester to your scholar's homeroom snack pantry. Snacks should be nut free, store bought and individually packaged.

BIRTHDAYS

Scholars are permitted to bring **store-bought** treats to be shared with classmates **when the teacher is notified at least 24 hours in advance**. Families can notify the teacher by sending an email. We recommend families bring cupcakes or cookies that are already prepared in individual servings. Celebrations can include a treat, party favors, or special snack. Please ensure that all treats are nut free.

Parents are **not** required to send birthday treats to school. The Ethos Classical community will sing "Happy Birthday" regardless of whether families have sent anything to school. Birthday treats should be in individual servings and easy and quick to serve. Large productions like pizza parties, for example, are not permitted for birthdays. We will celebrate birthdays in classrooms during snack. Please do NOT bring ice cream, as this is difficult to serve and clean. Individual goodie bags are permitted as long as every scholar in the scholar's class receives one. Invitations for individual birthday parties are not to be distributed at school unless there is an invitation included for every child in the scholar's class.

OTHER CELEBRATIONS

We know holidays can be exciting times of year for children. The many celebrations that take place at Ethos Classical center on school traditions, academics, or

celebrate our college-going culture. These include things such as the 100th Day of School, Holidays Around the World, Black History month celebration, End of Year celebration and others.

GIFTS FOR SCHOOL STAFF

Ethos Classical truly appreciates the generosity of our school's families. We know that some families show their appreciation for the hard work of school staff by giving gifts. This is not required or expected but can be gifted directly to the teacher.

FAMILY RIGHTS AND SCHOLAR RECORDS

RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to their child's education records. These rights are:

- The right to inspect and review the scholar's education records within 45 days of the day the school receives a request for access. Parents should submit a written request to the Dean of Operations clearly identifying the record(s) they wish to inspect. A school official will make arrangements for access and notify the parents of the time and place the records may be inspected.
- The right to seek an amendment of the scholar's education records that the parent believes are inaccurate, misleading or in violation of the scholar's rights of privacy. Parents should submit a written request to the Head of School, clearly identifying the part of the record they want amended and specifying its inaccuracy. If the school decides not to amend the record as requested, it will notify the parents of the decision and advise them of their right to a hearing to challenge the content of the scholar's education records. Hearing procedures will be provided to the parents when a hearing is requested.

- The right to consent to disclosures of personally identifiable information contained in the scholar's education records, except to the extent that FERPA authorizes disclosure without consent. The school does not need written consent to disclose a scholar's education records if the disclosure meets one or more of the following conditions and the disclosure is to or for: (see 20 U.S.C. § 1232g; 34 CFR Part 99.31):
 1. School administrators, teachers, support staff, and other school officials which have a legitimate educational interest
 2. Persons or organizations with whom the school has outsourced services or functions and which have a legitimate educational interest (e.g., attorneys, auditors, medical consultants, special and supplemental education providers, therapists)
 3. Officials of another school where the scholar seeks or intends to enroll or where the scholar is already enrolled so long as the disclosure is for purposes related to the scholar's enrollment, and as long as a proper records release request is received by the sending school
 4. Certain federal and state officials and educational authorities (for audit, evaluation, reporting, or compliance purposes) or state and local authorities concerning the juvenile justice system in accordance with state statute
 5. Appropriate parties in connection with financial aid to a scholar
 6. Organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests, administer scholar aid programs, or improve instruction
 7. Accrediting organizations to carry out accrediting functions
 8. Compliance with a judicial order or lawfully issued subpoena after the school makes a reasonable effort to notify the parent of the order or subpoena
 9. Appropriate parties in a health or safety emergency
 10. School directory information directory information (e.g., scholar name, grade level, information about a scholar's participation in school sponsored clubs and sports, etc.

11. 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:

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

RIGHTS UNDER PPRA

PPRA affords parents of elementary and secondary scholars certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- *Consent* before scholars are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) –
 1. Political affiliations or beliefs of the scholar or scholar’s parent;
 2. Mental or psychological problems of the scholar or scholar’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the scholar or scholar’s parent; or
 8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a scholar out of* –
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and

not necessary to protect the immediate health and safety of a scholar, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and

3. Activities involving collection, disclosure, or use of personal information collected from scholars for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from scholars for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, scholars or educational institutions.)
- *Inspect*, upon request and before administration or use –
 1. Protected information surveys of scholars and surveys created by a third party;
 2. Instruments used to collect personal information from scholars for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a scholar who is 18 years old or an emancipated minor under State law.

Ethos Classical has adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect scholar privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. **Ethos Classical** will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. **Ethos Classical** will also directly notify, such as through U.S. Mail or email, parents of scholars who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. **Ethos Classical** will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any

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

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

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

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

RIGHTS UNDER SECTION 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled scholars have educational opportunities and benefits equal to those provided to nondisabled scholars.

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

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of nondisabled scholars. 34 CFR 104.33.
2. Your child has the right to free educational services except for those fees that are imposed on non-disabled scholars or their parents.

Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled scholar. 34 CFR 104.33.

3. Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled scholars to the maximum extent appropriate to his or her needs. 34 CFR 104.34.
4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled scholars. 34 CFR 104.34.
5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.
6. You have the right to not consent to the school system's request to evaluate your child. 34 CFR 104.35.
7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35.
8. You have the right to ensure that the school system will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social or cultural background, medical records, and parental recommendations. 34 CFR 104.35.
9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.
10. If your child is eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35.
11. You have the right to notice prior to any actions by the school system regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.
12. You have the right to examine your child's educational records. 34 CFR 104.36.

13. You have the right to an impartial hearing with respect to the school system's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36.
14. You have the right to receive a copy of this notice and a copy of the school system's impartial hearing procedure upon request. 34 CFR 104.36.
15. If you disagree with the decision of the impartial hearing officer (school board members and other district employees are not considered impartial hearing officers), you have a right to a review of that decision according to the school system's impartial hearing procedure. 34 CFR 104.36.
16. You have the right to, at any time, file a complaint with the United States Department of Education's Office for Civil Rights.

MANDATED REPORTER POLICY

According to O.C.G.A. § 19-7-5(c)(1), all school teachers, administrators, guidance counselors, visiting teachers, school social workers, and school psychologists are mandated reporters of suspected child abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately when they have reason to believe that harm has come to a child that reasonably appears to have been caused by brutality, abuse or neglect. Under this law, failure to report such abuse is a misdemeanor.

HOMELESS SCHOLARS EDUCATIONAL PROCEDURES

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

Scholars identified as homeless or "in transition" will be given full opportunity to meet state and local academic achievement standards and will be included in state and district wide assessments and accountability systems. Our school will ensure that children and youth in transition are free from discrimination, segregation, and

harassment. Homeless scholars will be provided all district services for which they are eligible, including limited English proficiency, vocational and technical education programs, gifted and talented programs, and after school programs where applicable.

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

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

Definitions:

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

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

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

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

Disputes and Resolution of Complaints: Any complaints will be submitted in writing to the Governing Board who will resolve the issue. The parent and the scholar will be given every opportunity to participate meaningfully in the resolution of the dispute.

The district liaison will keep records of all disputes in order to determine whether particular issues are delaying or denying the enrollment of homeless children and youth repeatedly.

Program Procedures:

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

Enrollment/Withdrawal

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

Program Training and Information Dissemination

The Homeless Liaison or designee annually conducts training and sensitivity/awareness activities each fall to heighten the awareness of the following personnel of the specific needs of unaccompanied and homeless youth: School Leadership, teachers, and support personnel. Homeless liaison will lead and

coordinate the schools' compliance with this policy and will receive training annually. Meeting documentation includes the PowerPoint presentation, agenda, and sign-in sheets. The Homeless Liaison or designee distributes posters and brochures in throughout the school and the Family Resources center in the lobby. Posters and brochures are also distributed to the community throughout the year at various locations including but not limited to the following: Department of Family and Children Services, Community Centers, Local Churches, Health Department, Fire Department, Hospital, Soup Kitchen, Local Law Enforcement, Safe Haven, and Local Doctor Offices.

Transportation

Ethos Classical will put into place a transportation plan for any identified homeless scholars.

Academic Credit

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

Disputes (Complaint Procedures)

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

All complaints should be directed to the Head of School.

HEALTH POLICIES

HEALTH POLICIES

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

- **Medical Requirements Checklist.** This form contains records showing that the scholar has: 1) up-to-date immunizations; and 2) permission to receive screening for vision, hearing, and scoliosis.
- **Health Information Form.** This form provides important information about a scholar's emergency contacts, health care providers, and insurance. Most importantly, it gives the school permission to initiate emergency medical treatment in the event that a parent or guardian cannot be reached.
- **Authorization To Dispense Medication Form.** If a scholar requires medication while in school, the school must have on file an Authorization to Dispense Medication form, completed by the scholar's physician and parent.

No scholar is allowed to bring medication to the school without the school's full knowledge. Scholars who have provided the school with medication dispensation authorization forms should bring the medication (other than Tylenol and ibuprofen, which the school will stock in the front office) to the school on the first day, or contact the school to make other arrangements. All medication must be presented in its original container from the pharmacy and must be brought in by a parent or accompanied by a note from the parent.

The medication dispensation authorization form requirement applies to all medication, including Children's Tylenol and ibuprofen. If a scholar needs to take Tylenol, ibuprofen or another over the counter (OTC) medication during the school day, he/she must have on file the authorization signed by a parent or guardian, giving the school permission to administer the medication during the school year. The medication dispensation authorization form requirement also applies to asthma inhalers, which will be stored in a locked space in the school building. If a scholar

needs to use his/her asthma inhaler during the school day, he/she should go to the front office to self-administer the inhaler.

Scholars are not permitted to transport medications in their backpacks.

DIABETES MEDICAL MANAGEMENT PLANS

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

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

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

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

LEGAL REF: O.C.G.A. §20-2-779

SCHOOL POLICIES

“PROTECT STUDENTS FIRST ACT” COMPLAINT RESOLUTION POLICY

As required by law

Ethos Classical shall not be required to respond to a complaint made pursuant to this policy unless it is made by:

- A parent or legal guardian of a student enrolled at the school where the alleged violation occurred;
 - A student who has reached the age of majority or is a lawfully emancipated minor who is enrolled at the school where the alleged violation occurred; or
 - An individual employed as a school administrator, teacher, or other personnel at the school where the alleged violation occurred;
1. The complaint shall first be submitted in writing to the Head of School.
 2. The complaint shall provide a reasonably detailed description of the alleged violation; (see guidance)
 3. Within five (5) school days of receiving the complaint; the Head of School or designee shall review the complaint and take reasonable steps to investigate the allegations contained in the complaint;
 4. Within ten (10) school days of receiving the complaint, the Head of School or designee shall confer with the complainant;
 - Head of School or designee shall inform the complainant whether a violation occurred, in whole or in part;

- If a violation occurred, in whole or in part, the school principal or designee shall inform the complainant of what remedial steps have been taken or will be taken; provided that the confidentiality of student or personnel information shall not be violated;
 - Another schedule may be mutually agreed upon by the complainant and the school principal or designee regarding this ten (10) days response limit.
5. Following such conference, within three (3) school days of a request by the complainant, the school principal or designee of the school, charter school or local system shall provide to the complainant
- A written summary of the findings of the investigation, and
 - A statement of remedial measures, if any,
6. Provided, however, that such written response shall not disclose any confidential student or personnel information.
7. The determinations provided above shall be reviewed by the governing body within ten (10) school days of receiving a written request for such review by the complainant addressed to the governing body provided, however, that confidential student or personnel information shall not be subject to review pursuant to this paragraph.
- The decision of the governing body of a state charter school following the review provided for in paragraph 6 above shall be subject to review within in a reasonable length of time by the State Charter Schools Commission, whereupon the State Charter Schools Commission shall take appropriate remedial measures, including, but not limited to, revocation of a state charter school's charter; provided, however that confidential student or personnel information shall not be subject to review pursuant to this subparagraph.

8. Following a decision by a local board of education regarding a complaint made, any party listed in the original complaint (complainant, employee who allegedly committed the violation) who is aggrieved by the decision of the local board of education shall have the right to appeal such decision to the Georgia State Board of Education for a hearing as provided in Code Section 20-2-1160.
9. The Georgia State Board of Education shall, after hearing an appeal brought pursuant to Section C paragraph 8 above, make written findings regarding whether any violations, in whole or in part, of the provisions of this policy occurred at a school in such school system.
 - If the State Board of Education finds that one or more of such violations occurred, it shall direct the Georgia Department of Education to develop a corrective action plan to be provided to the local school system within ten (10) calendar days of such finding. The local school system shall have 30 calendar days to implement the corrective action plan.
 - If the Georgia State Board of Education finds that such local school system has not implemented the corrective action plan; in cases where the local school system at issue has been granted one or more waivers as provided in Article 4 of Chapter 2 of this title, Code Section 20-2-244, or Code Section 20-2-2065, the State Board of Education shall order the immediate suspension of one or more waivers included in the local school system's contract with the State Board of Education for such waivers;
 - i. The State Board of Education shall exercise discretion in determining which waivers shall be subject to such order of suspension and shall, as may be reasonable and practicable, narrowly tailor such order to address specific violations of

provisions contained in this policy; and

ii. An order suspending a local school system's waivers shall be in effect no less than twelve (12) months from the date of such order. If a local school system's contract with the State Board of Education providing for such waivers is greater than twelve (12) months, then no longer than such remainder;

- If the Georgia State Board of Education finds that such local school system has not implemented the corrective action plan; in cases where the local school system has not been granted a waiver, the State Board of Education shall refer the matter to the State School Superintendent to determine whether to exercise his or her suspension authority as provided in Code Section 20-2-4.

10. Nothing in this policy shall be construed to prohibit any cause of action available at law or in equity to a complainant who is aggrieved by a decision of a local board of education, the governing body of a charter school, or the State Charter Schools Commission.

D. Records Request

Any individual described in this policy shall have the right at any time, including prior to filing a complaint, to request, in writing, from the Head of School nonconfidential records which he or she reasonably believes may substantiate a complaint under this policy. The local school superintendent or school principal shall produce such records for inspection within a reasonable amount of time not to exceed three business days of receipt of a request.

In those instances where some, but not all, of the records requested are available for inspection within three business days, the local school superintendent or school principal shall make available within that period such records that are available for inspection.

In any instance where some or all of such records are unavailable within three business days of receipt of the request, and such information exists, the local school superintendent or school principal shall, within such time period, provide the requester with a description of such records and a timeline for when the records will be available for inspection and shall provide the records or access thereto as soon as practicable but in no case later than 30 days after receipt of the request.

If the Head of School denies a parent's request for records or does not provide existing responsive records within 30 days, the parent may appeal such denial or failure to respond to the local board of education or charter school governing board. The local board of education or charter school governing board must place such appeal on the agenda for its next public meeting. If it is too late for such appeal to appear on the next meeting's agenda, the appeal must be included on the agenda for the subsequent meeting.

Nothing in this subsection shall be construed to prohibit any cause of action available at law or in equity to a parent who is aggrieved by a decision of a local board of education or the governing body of a charter school made pursuant to this policy.

SUICIDE PREVENTION POLICY

Protecting the health and well-being of all scholars is of utmost importance to Ethos Classical. The Governing Board has adopted a suicide prevention policy which will help to protect all scholars through the following steps:

- Scholars will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, support systems, and seeking help for themselves and friends. This curricular content will occur in all health classes throughout the school year, not just in response to a suicide, and the encouragement of help-seeking behavior will be promoted at all levels of the school leadership and stakeholders
- The School Counselor is designated as the suicide prevention coordinator to serve as a point of contact for scholars in crisis and to refer scholars to appropriate resources

- When a scholar is identified as being at-risk, a risk assessment will be completed by a trained school staff member who will work with the scholar and help connect the scholar to appropriate local resources
- Scholars will have access to national resources that they can contact for additional support, such as:
 - National Suicide Prevention Lifeline: 1-800-273-TALK (8255) suicidepreventionlifeline.org
 - The Trevor Lifeline: 1-866-488-7386 thetrevorproject.org/get-help-now
 - Trevor Lifeline Text/Chat Services, available 24/7 Text "TREVOR" to 678-678
 - Crisis Text Line: Text TALK to 741-741 crisistextline.org

All school personnel and scholars will be expected to help create a school culture of respect and support, in which scholars feel comfortable seeking help for themselves or friends. Scholars are encouraged to tell any staff member if they or a friend are feeling suicidal, or are in need of help. While confidentiality and privacy are important, scholars should know that when there is risk of suicide, safety comes first.

REPORTING ACTS OF SEXUAL ABUSE OR MISCONDUCT POLICY

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

The following is the reporting process:

- A. Any scholar (or parent or friend of a scholar) who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other School District employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.

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

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

Reports of acts of sexual misconduct against a scholar by a teacher, administrator, or other employee not covered by O.C.G.A. § 19-7-5 shall be investigated immediately by school or system personnel. To protect the integrity of the process and to limit repeated interviews with the scholar, the designated system personnel is required to take a written statement from the scholar prior to any other person. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the Head of School or Head of School's designee shall make an immediate written report to the governing board. The Superintendent and the Professional Standards Commission Ethics Division must also be notified of any validated acts of sexual misconduct.

SCHOLARS EXPERIENCING HOMELESSNESS POLICY

HOMELESSNESS

Ethos Classical Charter School ensures access to a free appropriate public education (FAPE) for children and youth experiencing homelessness in accordance with McKinney-Vento Homeless Education Act.

If the child:

- Lives in a shelter
- Shares housing with relatives or others due to loss of housing or cannot afford housing
- Lives in a campground, car, abandoned building, or other inadequate shelter
- Does not have a permanent address and/or permanent housing
- Lives on the street
- Lives in temporary foster care
- If they are an unaccompanied youth

The child has the right to:

- Immediately enroll and attend school without having health and school records with you
- Enroll in school where they are living or the school attended when permanently housed if in the child's best interest
- Receive transportation to and from school of origin
- Participate in school related activities and receive other needed services
- Utilize dispute resolution process if you have a grievance

In order to identify eligible families, enrollment documentation includes a residency questionnaire. The Manager of Operations forwards all residency that do not list a permanent residence to the School Counselor to confirm or deny McKinney Vento eligibility. Enrollment in the McKinney Vento Program is valid from the time the McKinney Vento form is completed and turned in through the end of the school year. McKinney Vento status is re-verified each school year. Once confirmed, the following services are provided to eligible scholars:

- **Student Records Collection**

- Assistance with identification and enrollment records
 - Assuring referrals are made to appropriate services for immunizations
 - Coordinating services between state and local service provider
- **Transportation**
 - MARTA bus cards or Gas Cards
- **Scholar Fee & School Supplies Wavier**
 - School uniform, socks, and shoes
 - Access to all school field trips
 - School backpack, water bottle, and school supplies
- **School Meals**
 - All scholar meals including snack are provided
- **Educational Support and Remediation Services**
 - Determined by school-wide identification procedures and qualifying eligibility

Student Disciplinary Hearings and Appeals Policy

At Ethos Classical, the Student Discipline Hearing Officer (i.e. Director of Scholar and Family Supports) has the authority to issue a short-term suspension, long-term suspension, assignment to the alternative school, expulsion or permanent expulsion of any student found to have violated the Code of Conduct. If a hearing is called, the student may be suspended from school until the hearing can be held. The hearing should be held no later than ten (10) school days after the beginning of the suspension unless the parent and school mutually agree to an extension or the conduct of the student or parent causes a delay beyond said ten (10)-day period. Prior to the hearing, students and parents will receive a notice to include the following:

1. The rules or policies which the student has allegedly violated.
2. A description of the student's acts.

3. The names of the witnesses who may testify against the student (witnesses may be added prior to and during the hearing).
4. The maximum disciplinary response that the student could receive.
5. The time and place for the hearing.
6. That the student is entitled to request witnesses to be present at the hearing and the student will have the right to present evidence, examine any and all witnesses presented and have an attorney, at the hearing, students and parents will have the right to present witnesses and evidence, to examine any and all witnesses presented, and to have an attorney, at the parent's expense, to represent the student. School administrators should be notified prior to the hearing if a subpoena is to be issued by the Head of Schools.

At the hearing, students and parents will have the right to present witnesses and evidence, to examine any and all witnesses presented, and to have an attorney, at the parent's expense, to represent the student. The decision of the Student Discipline Hearing Officer may be appealed by submitting a written notice of appeal to the Head of Schools within twenty (20) calendar days from the date the decision is made. The appeal should be sent to the attention of the Head of Schools at 2295 Springdale Circle Drive, Atlanta, GA 30315.

A student disciplinary hearing is formal, although the strict rules of evidence as applied in a court do not apply in a disciplinary hearing. The Student Discipline Hearing Officer will determine the innocence or guilt of a student accused of violating the Ethos' Student Code of Conduct. Although the school has the burden of establishing guilt, the student should be prepared to present evidence and witnesses to support their innocence.

The hearing officer will make a verbatim record of any information orally presented at the hearing. All statements and documentary evidence shall be kept on file by the Head of Schools or designee for a period of twenty (20) days after the date of the disciplinary hearing if no appeal is filed and for an additional thirty (30) days after the completion of an appeal, at which time all items will be destroyed. Audio recordings of hearings will be destroyed on the twenty-first (21) day if there is no appeal filed. A transcript of the hearing will not be prepared unless there is an appeal to the Georgia Department of Education.

All parties shall be afforded an opportunity to present and respond to evidence and to examine and cross-examine witnesses about any matters logically relevant to the charge against the student. The hearing officer may limit unproductively long or irrelevant questioning. The parents or legal guardian of the student and any victims may give testimony at the hearing and make a statement to the Student Disciplinary Tribunal concerning their feelings about the proper disposition of the case and to answer any questions. The student may be represented by counsel at the student's expense at the hearing. If parents intend to be represented by counsel at the disciplinary hearing, the parents must notify the Director of Scholar and Family Supports forty eight (48) hours prior to the start of the hearing so that the school district may elect to retain legal counsel to represent its interests.

All parties shall be entitled to subpoena witnesses for the hearing. A student or parent/guardian shall submit all requests for subpoenas to the Director of Scholar and Family Supports at least forty-eight (48) hours prior to the time of the disciplinary hearing.

All student disciplinary proceedings and hearings conducted by either the Student Disciplinary Hearing Officer or the Ethos' Board of Education are confidential and are not subject to the open meetings law. Any written records, transcripts, exhibits or other documents assembled or used in any manner with regard to the conduct of any student disciplinary hearing are not public records and are not subject to public inspection.

When a hearing is appealed, the Ethos' Board of Education will review the record of the hearing, make a decision based solely on the record, and notify students and parents, in writing, of the Board's decision. The decision of the Ethos' Board of Education will be based solely on the record created during the hearing. The Ethos' Board will not consider any new evidence or hear any oral arguments; however, written arguments concerning the merits of the appeal may be submitted. The Ethos' Board will make its decision in Executive Session after receipt of the written notice of appeal. The Ethos' Board has the power to affirm, reverse, or modify the hearing officer's decision. Students and parents may appeal the Ethos' Board's decision to the State Board of Education by giving the Head of Schools written notice within thirty (30) days of the decision of the Atlanta Board of Education.

WAIVER OF STUDENT DISCIPLINARY HEARING

A parent/guardian and student may choose to waive the student disciplinary hearing and accept the school's recommended disciplinary response for the violation of the code of conduct by reviewing and signing a disciplinary hearing waiver prior to the scheduled disciplinary hearing date.

Any efforts to negotiate the school's disciplinary recommendation relative to the incident should be concluded prior to the signing of the waiver in which the stated rule violation(s) and disciplinary recommendations are noted. By signing and submitting a hearing waiver to the school, the parent/guardian and student agree to and accept the disciplinary recommendation of the school and waive their rights to challenge and/or appeal the waiver at a later date.

A disciplinary waiver is not final until reviewed and approved by the Director of Scholar and Family Supports.

POLICIES AND PROCEDURES FOR SERVING STUDENTS WITH DISABILITIES

SERVING STUDENTS WITH DISABILITIES

For students who have 504 Plans or Individualized Education Programs (IEPs), the Student and Family Services Department will provide the necessary support to meet students' needs. Services and supports provided by Ethos Classical staff may include but is not limited to:

- In-class support from special educators (push-in) for English Language Arts and Math courses
- Small group support from special educators (pull-out) for English Language Arts and Math courses
- Instructional and testing accommodations
- Behavioral Support

Certain related services mandated by an IEP may require a referral to an external agency by Ethos Classical for either on-site or off-site services. The Student and Family Services Department will follow-up and monitor any off-site services that are

provided for students. Services for which Ethos Classical Charter School will work with an external provider may include:

- Occupational Therapy
- Speech and language Therapy
- Physical Therapy and/or accommodations
- School health/school nurse
- Psychological Services
- Transportation Services
- Counseling Services
- Assistive Technology

Parents of students, who suspect their child may have a disability, should contact their child's teacher or the Director of Scholar and Family Supports. All referrals are considered confidential, and services are provided at no cost. The parent, legal guardian, or surrogate parent retains the right to refuse services and are provided other procedural safeguards under federal and state law.

Ethos Classical will continue to provide the necessary specialized services as determined by the IEP or 504 team during all virtual and distance learning initiatives. Failure to provide these services is in violation of IDEA and Section 504 of the Rehabilitation Act.

PROCEDURAL SAFEGUARDS FOR STUDENTS WITH DISABILITIES

Federal and state law provide certain procedural rights and protections relating to discipline of scholars who have been identified under such laws as having special needs based upon a disability. A copy of the Notice of Procedural Safeguards can be found in the Director of Scholar and Family Supports' office.

Ethos Classical campus officials may suspend scholars with disabilities and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing special education procedural safeguards. Detentions do not count toward the 10-day limit. The Head of School has discretionary flexibility in regards to the amount of days of suspensions given to each student with disability. Scholars with disabilities can be suspended in excess of 10 school days in certain circumstances.

When campus officials suspend beyond the 10th day or anticipate a referral for expulsion, the following apply:

- Provide written notice to the parent/guardian or surrogate parent of the intervention or consequence being considered and the date of the 504 committee or Individualized Education Program (IEP) team meeting, which must be held within 10 days of the date of the decision to discipline the scholar.
- The Section 504 committee or IEP Team should be convened for determining if the behavior of a student receiving special education services or who has been identified as a student with a disability under the Section 504 of the Rehabilitation Act or Individuals with Disabilities Act (IDEA), is a manifestation of his/her disability.

The 504 committee or IEP team must:

- Determine whether the misconduct is related to the scholar's disability by reviewing evaluation and diagnostic results, information from the parent/guardian, observations of the scholar, and the scholar's 504 plan or IEP. The behavior is not considered a manifestation of the scholar's disability if:
 - The scholar was given appropriate special education services, supplementary aids, and intervention strategies
 - The disability does not impair the ability to control behavior.
 - A modification can be made so that the behavior plan is consistent with the 504 plan or IEP.
- Determine the appropriateness of an interim alternative educational setting, and as indicated, include in the 504 plan or IEP those services and modifications that will enable the scholar to continue to participate in the general curriculum and address the behavior so it will not recur.

Special education scholars with disabilities may be referred for an expulsion hearing if they are in violation of any Zero Tolerance offense. All scholars will be ensured a due process expulsion hearing.

DISCIPLINARY PROCESS FOR SPECIAL EDUCATION STUDENTS

Students who are served under IDEA (Special Education) or under Section 504 of the Rehabilitation Act of 1973 are entitled to certain additional rights in the area of discipline based upon their qualification for services under these federal laws. Students for whom an IEP includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is a concern for the health or safety of the student or others, the matter will be immediately referred to

the Special Education Team.

Students for whom an IEP does not include specific disciplinary guidelines may be disciplined in accordance with standard school policy relating to each infraction if it is determined by the Special Education Team that the behavior is not a manifestation of his or her IEP.

Parents may request a hearing to challenge the manifestation determination and they child shall remain in his or her current educational placement while the hearing is pending. A student suspected of having a disability shall be referred to the Special Education Team for evaluation.

GRIEVANCE PROCEDURE

When a stakeholder has a grievance with any element of Ethos Classical, including Special Education and 504 programming, every effort will be expended to resolve the issue without resorting to the official grievance process. If a resolution has not been reached, the stakeholder can initiate the formal grievance process:

1. State their complaint in writing to the Head of School. The Head of School will receive complaints both via physical letter and via email to his or her disclosed Ethos Classical official email address.
2. Within five (5) days of receiving an official complaint, the Head of School will investigate, take appropriate action, and inform complaining stakeholder of that action.

3. If that action does not satisfy the stakeholder, then they will be invited to submit their complaint to the Chair of the Board of Directors within ten (10) days of receiving the Head of School's decision.
4. Then, within ten (10) days of receiving the complaint, the Chair of the Board will convene a committee of the Board which will investigate and render a decision.
5. The decision of the committee in ordinary circumstances will be final. In the event that the committee is unable to reach a decision and/or the grievance is of such a nature that it could interfere with the normal operations of Ethos Classical, then the committee will bring the complaint to the whole Board for consideration as soon as is practicable after the committee decides it cannot make a final decision.
6. The grievant shall have the right to appeal any decision by the Governing Boards to the State Board of Education pursuant to O.C.G.A. § 20-2-1160.

Ensure confidentiality of special education records. Ethos Classical complies with all aspects of the Family Education Rights and Privacy Act (FERPA) to ensure that parents have access to their children's educational records and to protect the privacy rights of parents and children by limiting access to these records without parental consent. We comply with special education laws that require teachers, related services providers, and others who work with the child to have access to the child's IEP to understand the student's modifications and accommodations in place to meet the student's needs.

POLICY FOR SERVING ENGLISH LANGUAGE LEARNERS

Ethos Classical Charter School provides English Language Learners (ELs) a program of English language instruction, including content-based language instruction, and supports cultural adjustment so that EL students can become fully proficient in English and meet the same challenging academic content and student achievement standards that other students are expected to meet.

A certified ESOL teacher who assesses the English language proficiency of students will respond to questions related to the program posed by parents and the community. The ESOL teacher is also responsible for implementing the curriculum, monitoring, staff development, assessments, and parent outreach as they relate to

English Language Learners. The ESOL teacher offers instruction to students at six levels of English language proficiency.

Students who are eligible for the ESOL program are assigned an English language proficiency Level 1-5 based on results of the Wida Assessment Proficiency Test (WAPT) at the time of registration. EL students are exited from the ESOL program when they reach Level 5 on the ACCESS placement test. Parents are notified if the child qualifies for ESOL services or if the child exits the program.

The program for English language learners is designed to improve the education of English language learners by assisting them in learning English and in meeting state content standards. Curriculum follows grade level standards of learning and WIDA standards. The state of Georgia joined the World Class Instructional Design and Assessment (WIDA) Consortium and adopted the following English language proficiency standards for implementation:

- Standard 1: English language learners communicate for social and instructional purposes.
- Standard 2: English language learners communicate for academic success in the content area of Language Arts.
- Standard 3: English language learners communicate for academic success in the content area of Mathematics.
- Standard 4: English language learners communicate for academic success in the content area of Science.
- Standard 5: English language learners communicate for academic success in the content area of Social Studies

Instruction is adapted to student's English proficiency level to assist students in meeting the same state academic content and achievement standards as all students are expected to meet.

PROFESSIONAL QUALIFICATIONS POLICY

We are dedicated to (1) **Recruitment** of outstanding staff, (2) **Training** staff to achieve excellence, and (3) **Evaluating and Retaining** staff to propel the mission and serve the needs of all students.

A rigorous interview process, including resume screening, phone interview, demonstration lesson with feedback, re-teaching based upon feedback, and in-person interview will be utilized to ensure the quality of candidates prior to offering a position. The hiring process is designed to ensure we are inviting candidates to join our organization who match the following criteria:

- *Alignment* – believes in school mission and our core values; holds students to highest expectations out of respect for student potential
- *Commitment to Community*—has a deep and authentic understanding of the community we serve
- *Coachability* – takes and implements feedback
- *Team Orientation*– works well with other, mindset that team trumps individual
- *Strong Teaching* – has strong behavior management; delivers rigorous instruction

In addition, we: meet all federal requirements of “highly qualified” for each position; verify transcripts, which includes at minimum a bachelor’s degree, GACE test scores, and other data related to “highly qualified” status; complete a criminal background check before finalizing employment contracts; and maintain files with up-to date documentation for each teacher.

NEPOTISM POLICY

Ethos Classical welcomes the opportunity to hire and retain qualified employees who are related to one another by blood or marriage. However, since such relationships sometimes can create problems in the workplace, including suspicions of favoritism if the related employees are in a supervisor-subordinate relationship, it is the policy of Ethos Classical that:

- Board members and their immediate family members (as defined below) will be excluded from consideration for employment by the organization.
- Any employee of Ethos Classical who has or acquires a familial relationship (as defined below) with another employee shall not have any direct or indirect administrative or operational authority over the other person. This prohibition means not only that a person cannot supervise a family member but also that the family member cannot be in that person's line of management.
- An employee of Ethos Classical cannot use his/her authority or position with Ethos Classical to benefit or to disadvantage another employee in a familial relationship. Although all such potential misuses of authority cannot be listed here, examples include an employee signing an evaluation for a family member or signing/approving a check payable to a family member.
- Employees are required to notify the Head of School of (a) any existing familial relationships; (b) any familial relationships that are created among employees (for example, by the marriage of two employees); and (c) the potential employment by ABC of a family member.
- Ethos Classical will refuse to hire a job applicant who is in a familial relationship with a current employee if the applicant would be in a supervisory or subordinate position to the existing employee. Ethos Classical employees who marry one another during their employment will be allowed to remain with the school unless they are in a superior-subordinate relationship and there is no open position to which one of them may be moved.

“Familial relationship” within the meaning of this policy means two employees (or an employee and a job applicant) in the relationship of husband, wife, father, mother, brother, sister, son, daughter, uncle, aunt, nephew, niece, grandfather, grandmother, grandson or granddaughter, or any of those relationships arising as a result of marriage (for example, brother-in-law).

Student Bullying Prevention Policy

Ethos Classical Charter School believes that all students have a right to a safe and healthy school environment. Our school community has an obligation to promote mutual respect, tolerance, and acceptance for all individuals.

Ethos Classical Charter School will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

Ethos Classical Charter School expects students and/or staff to immediately report incidents of bullying to the principal or designee. Bullying is defined by Ethos Classical as doing something on purpose to make someone feel bad or hurt and doing it over and over again, without stopping.

Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on school campuses, Ethos Classical Charter School offers a social emotional learning curriculum in which staff and scholars learning how to identify their emotions, have empathy, and positively resolve conflicts. This curriculum includes extensive staff training around maintaining positive social relationships. Lesson concepts are executed by staff to scholars daily. This curriculum cultivates building a safe community with an understanding that every scholar is accepted and valued.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

As noted in our school handbook, there is zero tolerance for bullying. If a scholar bullies another teammate, he or she will:

- Participate in a conference with an Ethos Classical staff member
- Receive a phone call or written notice about the incident to a parent or guardian, or other person who has control or charge of the student.

Students on Section 504 Plans and Individualized Education Programs (IEPs) qualify for the protections of a Free Appropriate Public Education (FAPE). If a student with disabilities is targeted by bullying, Ethos Classical will take immediate and appropriate action to investigate or otherwise determine what occurred. If the school's investigation reveals that bullying based on disability created a hostile environment, Ethos will take prompt and effective steps reasonably calculated to end the bullying, eliminate the hostile environment, prevent it from recurring, and, as appropriate, remedy its effects.

If the scholar is caught in another bullying incident, then he/she will be suspended. In order for the scholar to return to school the parent must meet with the Dean of Students to develop a plan for the bullying to stop.

Students, parents/guardians and other stakeholders should report incidents of bullying to an administrator or teacher using Ethos' complaint procedures or by calling the Georgia Department of Education's 1-877 SAY-STOP (1-877-729-7867) School Safety Hotline. Please note: Any form of electronic bullying (cyberbullying) using school equipment, school networks, e-mail systems or committed at school is strictly prohibited.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents, guardians, or other person who has control or charge of a student.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.

- Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in anyway.

VOLUNTEER POLICIES AND PROCEDURES

We encourage families to volunteer time on campus. To ensure that we make the best use of parent time and efforts - and that we limit disruption to our instructional program - all classroom volunteers must abide by the set of guidelines below.

- ***Complete Mandated Training.*** O.C.G.A. § 19-7-5 requires all school personnel – including school volunteers – who have contact with students to receive training to assist in the identification of child abuse and neglect. In order to volunteer on campus, all volunteers must submit verification of completion of mandated reporter training. A free, online training can be completed [here](#).
- ***Schedule your volunteer time in advance.*** School leaders and teachers are responsible for preparing and also delegating work to family volunteers. In order for school staff to prepare for a volunteer’s time and productivity on campus, all family volunteers must be scheduled in advance by calling the Main Office. Please make sure to check in with the Main Office when you arrive for your scheduled volunteer time so that you can receive a visitor’s pass. Visitors are expected to wear their visitor’s pass throughout the entire duration of their visit to Ethos Classical.
- ***Refrain from talking to, engaging with or disciplining students – including your own – in classrooms, as well as talking to or engaging with school staff.*** Scholars are expected to remain focused on their learning while in school. Families should not engage with scholars or school staff during instructional time by talking with them, observing their work, etc. **We strive every minute of every day for 100% student and staff engagement in learning and ask that you respect our efforts by disrupting our natural school day as little as possible.** Our staff has been extensively trained on specific teaching methods and behavior management techniques. Volunteers

should allow the teacher to lead all aspects of the instructional program, and not discipline students, including their own.

Visitors/Volunteers

1. All visitors must register for a volunteer assignment via Join Our Class.
2. All visitors must sign in at the front desk upon entering the building.
3. The operations team will greet the visitor and support them in identifying their role in the building.
4. All visitors will sign in, leave their photo ID with a member of the operations team and wear a brightly colored lanyard while in the building
5. Volunteers must do the following to be able to support Ethos Classical inside the school:
 1. Sign an agreement with Ethos Classical that they will focus on improving the school through their assigned task and not distract scholars in any way.
 2. Check in with Ms. Gambrell or Mrs. Mack at the start and end of each project.

**At-home volunteer projects will be assigned via Join Our Class. Available projects are based upon current school needs and capacity to work at home in a virtual learning space.

Sample In-Person Volunteer Opportunities

1. Front Office Support (clerical tasks)
2. School Beautification (courtyard improvements!)
3. Arrival/Dismissal Support (directing traffic, greeting families)
4. Open House Tour Guides/Greeters
5. Classroom Read A-louds
6. School Field Trips/School-wide events

Sample Virtual/At-Home Volunteer Opportunities

1. Front Office Support (clerical tasks)
2. Small Group Center Creation

3. Packaging Scholar Supplies

TITLE IX POLICY

Ethos Classical does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person(s) has been designated to handle inquiries regarding Title IX non-discrimination policies.

Kierra Gambrell
Director of Scholar and Family Supports and Title IX Coordinator
2295 Springdale Circle SW
Atlanta, GA 30315
kierra.gambrell@ethosclassical.org
470.502.0046

Reports about violations of Title IX, including reports of sex discrimination and sexual harassment (sexual assault, dating violence, domestic violence, and/or stalking) by any employee or student that occurs in a situation in which the school has substantial control over both the respondent AND the context in which the sexual harassment occurs (including online sexual harassment if it occurs in an education program or activity), can be made at any time, including during non-business hours, by using the Title IX Coordinator's listed telephone number or e-mail address above – or by any other means that results in the Title IX Coordinator receiving your verbal or written report.

Training materials used to train our Title IX personnel can be accessed at the following links:

- <https://icslawyer.com/posting-for-review-2022-k-12-title-ix-coordinator-training/>
- <https://icslawyer.com/posting-for-review-2022-k-12-investigator-training/>
- <https://icslawyer.com/posting-for-review-k-12-virtual-certified-level-2-investigator-training/>
- <https://icslawyer.com/posting-for-review-k-12-decision-maker-all-sessions/>
- <https://icslawyer.com/posting-for-review-virtual-k12-informal-resolution/>
- <https://icslawyer.com/posting-for-review-domestic-and-dating-violence/>

STUDENT HEALTH POLICIES

STUDENT HEALTH SCREENING

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

- **Health Information Form.** This form provides important information about a scholar's emergency contacts and health care providers.
- **Medical Requirements Checklist.** This form contains records showing that the scholar has: 1) up-to-date immunizations; and 2) screening for vision, hearing, and scoliosis.

No scholar is allowed to bring medication to the school without the school's full knowledge. Scholars who have provided the school with medication dispensation authorization forms should bring the medication to the school on the first day, or contact to the school to make other arrangements. All medication must be presented in its original container from the pharmacy and must be brought in by a parent or accompanied by a note from the parent. The medication dispensation authorization form requirement also applies to asthma inhalers, which will be stored in a locked space in the school building. If a scholar needs to use his/her asthma inhaler during the school day, he/she should go to the calm down room to self-administer the inhaler under the supervision of the Director of Scholar and Family Supports.

SCHOOL NURSING POLICY

Ethos Classical has contracted with a nursing agency to provide nursing to students during school hours. They will handle nursing according to the Emergency Preparedness Plan, Infectious Disease Plan, COVID Plan, Health Procedures Plan and Cardiac Arrest Plan. Additionally, Ethos Classical has two employees who will provide first aid to students. The Ethos Classical First Aid Team has familiarized themselves with all plans to be prepared for any medical emergency.

IMMUNIZATION POLICY

Certificates of Immunization are required by Georgia Law 20-2-771. All kindergarten, sixth and seventh grade students, all students new to Georgia and students coming from any private school must have the Georgia Certificate 3231 form signed by a licensed health-care provider or the county health department.

For students entering from out-of-state schools, please contact the Georgia Health Department or a Georgia licensed physician to have immunizations transferred to the Georgia Certificate (Form 3231). You need to have your immunization record from your state in order to transfer immunizations to Form 3231. All requirements apply to students transferring from out-of state schools to Georgia schools.

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

State of Georgia Immunization requirements: Recommended Immunization Schedule

KINDERGARTEN (Requirements for K-6)

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

ADDITIONAL REQUIREMENTS

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

WAIVER OF IMMUNIZATION

Medical Waivers/Exemptions are a part of Georgia Form 3231 and are reviewed annually. Families can reach out to the Head of Schools to address waivers of immunization due to conflict of religious beliefs.

Infectious Disease Policy

Ethos Classical Charter School will take proactive measures to protect scholars, families, and the workplace in the event of an infectious and/or communicable disease outbreak. During any such event, Ethos Classical intends to operate effectively, provide all essential services continuously, and ensure the safety of all scholars, families, and employees within the workplace.

Ethos Classical is committed to providing information about the natures and spread of infectious diseases, including symptoms and signs to watch for, as well as required steps to be taken in the event of an illness or outbreak.

Communicable Diseases

Ethos Classical's decisions involving persons who have communicable diseases shall be based on current and well-informed medical judgements concerning the disease, the risks of transmitting the illness to others, the symptoms and special circumstances of such persons, and a careful weighting of the identified risks and the available alternative responses to such persons.

Communicable diseases are defined as any infectious disease transmissible (as from person to person) by direct contact with an affected individual or the individual's discharges or by indirect means (as by a vector). Communicable disease include, but are not limited to, COVID-19 (coronavirus), measles, influenza, viral hepatitis-A (infectious hepatitis), viral hepatitis-B (serum hepatitis), human immunodeficiency virus (HIV infection), AIDS, AIDS-Related Complex (ARC), leprosy, Sever Acute Respiratory Syndrome (SARS), including the SARS-CoV-2 and Ethos Classical may choose to broaden this definition within its best interest and in accordance with information received through the Centers for Disease Control and Prevention (CDC).

Ethos Classical will not discriminate against any job applicant or employee based on the individual having a communicable disease. Applicants and employees shall not be denied access to the workplace solely on the grounds that they have a communicable disease. Ethos Classical reserves the right to exclude a person with a communicable disease from the workplace facilities, programs, and functions if the

organization finds that, based on a medical determination, such restriction is necessary for the welfare of the person who has the communicable disease and/or the welfare of others within the workplace.

Ethos Classical will comply with all applicable statutes and regulations that protect the privacy of persons who have a communicable disease. Every effort will be made to ensure procedurally sufficient safeguards to maintain the personal confidence about persons who have communicable diseases.

Preventing the Spread of Infection at Ethos Classical

Ethos Classical will ensure:

1. Daily cleaning of school spaces, including regular cleaning of objects and areas that are frequently used, such as bathrooms, common areas, breakrooms, conference rooms, door handles, and furniture.
2. Contact free entry
3. Hand sanitizers are available near entrances.
4. All employees and scholars will participate in frequent hand washing with warm soapy water.
5. Employees and scholars should not report to work if they are sick or have a fever of 100.3 or higher
6. Employees have the option but are not required to utilize PTO if they experience a low-grade fever of 99-100.2
7. A committee will be designed to monitor and coordinate events around an infectious disease outbreak as well as to create work rules that could be implemented to promote safety through infection control.
8. Limited visitors to the school building (no more than 10 people)
9. Telephone, email, or virtual conferencing between the family and schools
10. Face masks are encouraged by not required by scholars and employees. Social distancing measures and frequent cleaning will be enforced to prevent the spread of infectious diseases

We ask that all families and employees to cooperate in taking steps to reduce the transmission of infectious disease in the workplace. The best strategy remains the

most obvious ---frequent hand washing, covering you mouth whenever you sneeze or cough, and discarding used tissues in wastebaskets.

Unless otherwise notified, our normal attendance and leave policies will remain in place. Individuals who believe that they may face particular challenges reporting to work during an infectious disease outbreak should take steps to develop any necessary contingency plans.

Limiting Travel

In the event of an infectious disease outbreak, Ethos Classical may recommend that all nonessential travel be avoided until further notice. Employees who travel as an essential part of their job should consult with the Head of Schools, Emily Castillo-Leon, to determine appropriate actions.

Staying Home When Sick

Many times, with the best intentions, scholar and employees report to work even though they feel ill. We do not encourage this. During an infectious disease outbreak, it is critical that scholars and employees do not report to work while they are ill and/or experiencing the following symptoms: fever greater than 100.3, cough, sore throat, runny or stuffy nose, body aches, headache, chills and fatigue. Currently the Center for Disease Control and Prevention recommends that people with an infectious illness such as the flue remain at home until at least 24 hours after they are free of fever or signs of a fever without the use of fever-reducing medications. Scholar and employees who report to work ill may be sent home in accordance with these health guidelines. Employees have the option but are not required to utilize PTO if they experience a low-grade fever of 99-100.2. We will provide virtual instruction to scholars and paid sick time to compensate employees who are unable to be in the school building due to illness.

Requests for Medication Information and Documentation

If scholars out sick or show symptoms of being ill, it may become necessary to request information from the parent/guardian and/or the healthcare provider. In general, we would request medical information to confirm your need to be absent, to show whether and how an absence relates to the infection, and to know that it is

appropriate for you to return to the school building. As always, we expect and appreciate your cooperation if and when medical information is sought.

Confidentiality of Medical Information

Our policy is to treat any medical information as a confidential medical record. In furtherance of this policy, any disclosure of medical information is in limited circumstance with the Ethos' leadership team, first aid and safety personnel, government officials as requested by law, and other limited personnel only to the extent needed to further the safe and orderly operation of the organization government official as required by law.

Social Distancing Guidelines at Ethos Classical

In the event of an infectious disease outbreak, Ethos Classical may implement these social distancing guidelines to minimize the spread of disease among the staff.

During the school day:

- Avoid meeting people face to face (telephone, email, or virtual conferencing with families)
- If face to face meeting is unavoidable, minimize the meeting time, choose a large meeting space; avoid shaking hands.
- Avoid any unnecessary travel and cancel or postpone nonessential meetings, gatherings, workshops, and training sessions
- Do not congregate in work rooms, copier rooms, or other areas where people socialize
- Encourage members and others to request information and orders via phone and email in order to minimize person-to-person contact

POLICIES AND PROCEDURES FOR REPORTING CHILD ABUSE AND NEGLECT

All Ethos' staff members receive training on child abuse and neglect annually. Identifying the early warning signs aids Ethos' staff members in responding promptly. If staff are concerned with possible child abuse, then they should report it to the

Head of Schools or Director of Scholar and Family Supports. Ethos staff are trained mandatory reporting.

MANDATED REPORTER POLICY

According to OCGA 19-7-5(c)(1), all school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately when they have reason to believe that harm has come to a child that “reasonably appears to have been caused by brutality, abuse or neglect.” Under this law, failure to report such abuse is a Class A Misdemeanor. Once any staff member becomes aware that a scholar may be the victim of abuse or neglect, they must:

- Call the DCPS central intake hotline at 1-855-422-4453
- Notify the Head of School or Director of Scholar and Family Supports
- Complete an Ethos Classical incident report

When calling the hotline, the staff member must have the following information (or as much as is known): the name, birth date, and address of the alleged victim; the name, address, age or birth date, and relationship of the alleged perpetrator; what type of injury or harm was allegedly done to the victim; and a description of the incident (time/date, place in which it occurred, and indication of intention to harm). The staff member should also have the names and ages of other children in the household, information as to whether or not English is fluently spoken by the parents and the work phone number of the alleged perpetrator.

While these steps are taking place, the Head of School will assist both the faculty member and student in understanding the ramifications of the call. The Head of School/Director of Scholar and Family Supports will debrief the scholar and, when appropriate, will contact the parent(s)/guardian.

No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and

commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.

CONCERNS AND CONTACT

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Both the school and the Board of Directors work in conjunction with one another to hear and resolve any complaints. If a problem arises, the complainant must first address the problem directly with the faculty or staff member(s).

If you are dissatisfied with the proposed resolution by the appropriate faculty or staff member, the complaint should be delivered in writing to the Head of School. The Head of School will also request a written report from the appropriate faculty or staff member. After reviewing the written statements by the staff member and the complainant and undertaking any additional investigation deemed necessary by the situation, the Head of School will present an appellate decision to the complainant.

If the situation has still not been resolved, the Board encourages attendance at the next regularly scheduled meeting of the Board of Directors. The Board will not hear complaints that have not first followed these procedures.

We welcome you to contact us at any time. Please use the information below to contact us at your convenience.

FAMILY HANDBOOK SIGNATURE

I have received and read a copy of Ethos Classical's Family Handbook and understand and agree to the rules, regulations, and procedures of the school. I understand that if I ever have any questions regarding school policies, I can always ask a member of the school community for further explanation.

Scholar Name

Parent or Guardian Name

Parent or Guardian Signature

Date