



ETHOS
Classical

School Code of Conduct
2025–26 School Year

Purpose of the Code of Conduct

The purpose of this Code of Conduct is to promote a safe and respectful learning environment for all scholars, teachers, and staff. The Code of Conduct outlines the expectations for scholar behavior, consequences for violations, and procedures for resolving conflicts. All scholars are expected to adhere to this Code of Conduct and are responsible for their behavior at school, on school grounds, and during school-sponsored activities.

The Code of Conduct is a critical component of creating a safe and positive learning environment for all scholars. By adhering to the expectations outlined in this Code of Conduct, scholars will contribute to a school community that is respectful, responsible, and supportive of learning.

Expectations for Scholar Behavior:

1. **Respect for Self and Others:** All scholars are expected to treat themselves and others with respect, kindness, and consideration. This includes using appropriate language, being considerate of others' feelings, and showing respect for personal and school property.
2. **Classroom Behavior:** All scholars are expected to behave appropriately in the classroom, including following instructions, staying on task, and participating in class discussions.
3. **Safety and Responsibility:** All scholars are expected to be responsible for their own safety and the safety of others. Scholars must follow all school safety rules, including rules related to equipment, playgrounds, and emergency procedures.
4. **Academic Integrity:** All scholars are expected to maintain high standards of academic integrity. This includes completing their own work, being honest in all academic endeavors, and following school policies related to academic misconduct.
5. **Attendance and Punctuality:** All scholars are expected to attend school regularly and arrive on time and in full uniform. Absences should be excused by parents or guardians, and tardiness should be kept to a minimum.

Scholar Rights and Responsibilities

Ethos Classical scholars have a right to:

- function and work in a positive learning environment, free from disturbances created by self or others.
- participate in safe school outings.
- have individual beliefs, ideas, cultures, religious practices and to have these differences respected.
- be treated with courtesy, fairness, and respect.
- have personal or school property respected.
- participate fully in school life, when all the established requirements have been fulfilled.
- a clear understanding of what is expected of them.
- a fair hearing in cases involving the application of academic or disciplinary regulations.

Ethos Classical scholars have the responsibility to:

- abide by all rules, policies, and procedures of Ethos Classical.
- understand and accept that scholar learning is the primary purpose of our school and during instructional time, to behave in a manner that promotes opportunities for optimal teaching and learning.
- respect the right of others to have a safe school environment in the presence of other scholars or people.
- accept the uniqueness of others.
- treat others with courtesy, fairness and respect.
- respect and secure private, school, and public property.
- assure that participation in all aspects of school life is open to everyone.
- know their role in the school community and to help others to understand their role.
- understand and utilize the school's procedures for resolving concerns, conflicts, and disagreements.
- be courteous and respectful in all communications

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.

School Administrators are authorized to take disciplinary action for misconduct that occurs at a school activity or event, on a school computer or platform, at a non-school activity, function or event where the misconduct leads to a potential danger or disruption of the school. The school has authority to take disciplinary action for such misconduct at any time of the year provided that such conduct has a direct, or immediate impact on school discipline, the educational operation or function of the school, or the welfare of scholars or staff of the school. Such misconduct could include, but is not limited to, a felony, a delinquent act which would be considered to be a felony if committed by an adult, an assault upon another scholar, a violation of the laws prohibiting controlled substances, or sexual misconduct and which makes the scholar's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process (OCGA 20-2-751.5).

Family/Guardian Behavior Policy

At Ethos Classical, we believe that scholars thrive when families and schools partner in a spirit of mutual respect, trust, and shared purpose. To maintain a safe, welcoming, and learning-focused environment for all, it is essential that families and guardians conduct themselves respectfully and appropriately while on school grounds or when interacting with staff.

Expected Behavior

Families/guardians are expected to:

- Communicate respectfully with all staff, scholars, and other families.
- Use appropriate language, tone, and body language during interactions.
- Follow school safety procedures, including check-in protocols and traffic expectations.
- Voice concerns or feedback through appropriate channels (e.g., scholar's teacher, school leader).
- Support school rules and policies, even when in disagreement.

Unacceptable Behavior

Unacceptable behavior includes, but is not limited to:

- Yelling, using profane, threatening, or aggressive language.
- Physical intimidation or threatening gestures.
- Harassment of any kind toward staff, scholars, or other families.
- Disruption of school operations or instruction.
- Refusing to comply with staff directions or safety protocols.
- Recording staff or scholars without permission.
- Posting defamatory or inflammatory content about staff or the school on social media.

Intervention & Consequence Framework

Tier 1 – Reminder & Support

- Response: Verbal reminder of expectations and opportunity to de-escalate.
- Follow-Up: Conversation with staff or administrator; informal documentation.
- Support: Offer of a restorative conversation if applicable.

Tier 2 – Written Warning

- Response: Written documentation of the incident and a formal warning.
- Follow-Up: Required meeting with an administrator.
- Support: Family support resources shared, if applicable.

Tier 3 – Restricted Access

- Response: Limited access to school property, events, or staff (e.g., no classroom visits, virtual meetings only).
- Follow-Up: Written notice of restrictions and required steps for reinstatement.
- Support: Continued communication via approved channels.

Tier 4 – Revocation of Campus Access

- Response: Full revocation of on-campus access for a specified or indefinite time.
- Follow-Up: Official notification with appeal rights.
- Support: Virtual or off-site options for required meetings and communication.

Law Enforcement Involvement

Ethos Classical reserves the right to contact law enforcement under the following circumstances:

- A family member/guardian makes verbal or physical threats to staff, scholars, or others on campus.
- A family member/guardian engages in violent or illegal behavior.
- A family member/guardian refuses to leave the premises after being asked to do so by school leadership.
- There is a credible threat to the safety of individuals or the learning environment.

In such cases, the individual may be subject to criminal trespass warnings or legal action in accordance with Georgia law.

Appeals Process

Families may appeal a Tier 3 or Tier 4 consequence in writing to info@ethosclassical.org within five (5) school days of receiving notice.

Scholar Attendance Policy

At Ethos Classical, consistent attendance is key to your scholar's success. Being in school daily helps scholars grow academically, socially, and emotionally—and prepares them for success well beyond the classroom.

Why Attendance Matters

- Academic Growth: Scholars miss valuable instruction when absent, which can negatively impact learning.
- Healthy Habits: Coming to school regularly builds responsibility and lifelong habits.
- Social Development: Scholars build relationships, practice problem-solving, and participate in meaningful activities only when present.

Legal Requirements

Ethos Classical is a public charter school and must follow Georgia State Board of Education Rule 160-5-1-.02:

- Grades K-3: Must attend at least 4.5 hours per school day.
- Grades 4-6: Must attend at least 5 hours per school day.

Truancy & Withdrawal

A scholar is considered truant after 5 unexcused absences (consecutive or not). Truancy triggers:

- A required Attendance Meeting with the School Counselor.
- 10+ unexcused absences may lead to automatic withdrawal from Ethos Classical.
- If withdrawn, families must provide proof of re-enrollment in another school or homeschool declaration within 45 days, or the case will be referred to DFCS (Department of Family and Children's Services).

Absences: Excused vs. Unexcused

Unexcused Absences

- Any absence not listed below as "excused."
- Absences without documentation within 3 days of return remain unexcused.

Excused Absences

Submit documentation within 3 school days using this [link](#) or email attendance@ethosclassical.org. Approved reasons include:

- Illness or medical appointment (doctor's note required for 3+ consecutive absences to maintain enrollment).
- Death or serious illness in immediate family including sibling, parent, grandparent (up to 3 days).
- Court or government-mandated appointments.
- Religious holidays (request at least 24 hours in advance).
- Hazardous weather/conditions.
- Military leave/reunification events (up to 5 days per year).
- Counseling or special services (documentation required).
- School-sanctioned Day of Reflection (assignments must be completed).

Note: Religious trips or optional religious events are not excused unless the day prohibits all work/school per your declared faith.

Tardies & Early Dismissals

- 3 tardies = 1 absence
- 3 early dismissals = 1 absence
- Elementary tardy bell: 8:15 AM (doors close at 9:30 AM)
- Middle school tardy bell: 8:20 AM (doors close at 8:45 AM)
- No early dismissals after 2:30 PM (K-4) or 2:25 PM (5-6)

Excessive Absences

Once a scholar's attendance rate drops below 80%, they are at risk for retention or withdrawal.

Attendance Intervention Process

The Attendance Intervention Committee reviews scholar attendance weekly. If attendance becomes a concern:

1. Families are contacted with a warning.
2. A support plan or attendance contract will be implemented.
3. Continued violations may lead to withdrawal or grade level retention.

Late Pick-Up Policy

- K-4 scholars: Must be picked up by 3:45 PM
- 5-6 scholars: Must be picked up by 4:30 PM
- \$15 fee per child, per day for late pickups
- After 3 late pickups per quarter, families will meet with the School Counselor. Ongoing late pickups may be referred to law enforcement or DFCS.

Arrival & Dismissal Procedures

- Grades K–4 arrival begins at 7:45 AM; Grades 5–6 begins at 7:35 AM
 - Elementary School scholars may not arrive before 7:45 AM
 - Middle School scholars may not enter before 7:35 AM but can wait outside of the school house
 - Ethos is not responsible for middle school scholars before 7:35 AM

Carline & Parking Rules

- Follow all posted carline traffic rules
- No cutting in line—infractions will be documented
- Street parking is not allowed during arrival/dismissal
- Continued violations may require all arrivals to use carline (exceptions for walkers or public transport only)

Arrival/Dismissal Infractions

- 1st offense: Verbal reminder
- 2nd offense: Written notice
- 3rd offense: Required meeting with leadership

Key Times

Category	Elementary School (K-4)	Middle School (5-6)
Arrival Start	7:45 AM	7:35 AM
Tardy Bell	8:15 AM	8:20 AM
Doors Close	9:30 AM	8:45 AM
Early Dismissal End	2:30 PM	2:25 PM
Dismissal Start	3:15 PM	4:00 PM
Late Pick Up	3:45 PM	4:30 PM

Middle School Scholar Pick-Up & Drop-Off Policy

Purpose: To ensure a smooth and minimally disruptive learning environment, Ethos Classical requires that all middle school scholar drop-offs (if tardy) and early dismissals occur only during designated passing periods. This policy helps maintain classroom instruction without interruptions while ensuring scholar accountability and safety.

Designated Entry & Exit Windows

Middle school scholars may only enter or exit the school during the following passing periods:

- 8:40 – 8:45 AM
- 10:15 – 10:20 AM
- 11:50 – 11:55 AM
- 12:45 – 12:50 PM
- 2:20 – 2:25 PM

Scholars arriving outside these windows will be required to wait until the next passing period to enter their class.

Tardy Drop-Off Procedures

- Scholars arriving after 8:20 AM (when doors close) will only be allowed entry during the next available passing period.
- A parent/guardian must escort a scholar inside if arriving late.
- Scholars will receive a tardy slip and must proceed directly to class during the designated entry window.

Early Dismissal Procedures

- All early dismissals must be requested in advance unless in the case of an emergency via SchoolPass.
- Parents/guardians must arrive during a passing period and sign out the scholar at the front desk.
- If a parent/guardian arrives outside of a passing period, they must wait until the next designated window for the scholar to be dismissed.
- Scholars will not be released after 2:25 PM to prevent disruption to dismissal procedures.

Exceptions & Emergencies

- If an emergency requires a scholar to leave outside of passing periods, administration approval is required.

- Medical appointments dismissals should be scheduled in alignment with passing periods whenever possible.

Georgia Compulsory School Attendance Law

The Georgia Compulsory School Attendance Law, also known as Georgia's truancy law, requires children between the ages of 6 and 16 to attend a school or an educational program. Here are the key provisions of the law:

- Age Requirements: Children who have reached the age of 6 by September 1st of a given school year must attend school. The law applies until they turn 16 years old.
- School Attendance: The law mandates regular school attendance, either at a public or private school, or an approved home study program. Parents or legal guardians are responsible for ensuring their child's attendance.
- Enrollment and Registration: Parents or legal guardians are required to enroll their child in an accredited school or educational program and ensure they attend regularly during the school year.
- Exemptions: Certain exemptions are allowed under specific circumstances, such as medical reasons, court orders, religious objections, or homeschooling programs that meet certain criteria outlined by the Georgia Department of Education.
- Penalties: Failure to comply with the Georgia Compulsory School Attendance Law may result in penalties for parents or legal guardians, including fines, community service, or other court-imposed sanctions.

It's important for parents and guardians to familiarize themselves with the Georgia Compulsory School Attendance Law to ensure compliance and support their child's education. Detailed information and specific requirements can be obtained from the Georgia Department of Education or local school district offices.

Behavior Expectations

Scholars are expected to embody Tenacity, Respect, Urgency, and Eagerness at all times. In cases where these expectations are not met, our team will support by way of interventions and consequences.

At Ethos Classical, we view consequences as feedback to help scholars make better choices and learn from their actions. Scholars should always know what will happen when they meet—or don't meet—behavior expectations.

Grades K–4

In grades K–4, scholars use a color-based clip system to self-monitor behavior. If a scholar makes a choice that's not aligned with expectations, their clip is moved down on the clipstick. Because behavior can improve throughout the day, clips can always be moved back up as scholars reset and make better choices. DeansList is updated twice a day to reflect scholar choices.

Grades 5–6

In grades 5–6, behavior is tracked through DeansList, which awards points for positive actions aligned to our TRUE BLUE values and deducts points for off-track choices. Scholars earn incentives based on their weekly and cumulative point balances, and they always have the chance to earn points back after a reset.

Reset = A Chance to Reflect

We use the term “reset” to describe time away from the team or a temporary loss of privilege. This may look like sitting at a desk while the class is on the carpet or stepping out to the Reset Room with the Manager of Culture. Resets protect learning time for the whole class and give scholars a fresh start to rejoin with focus and purpose.

Minor Infractions

Minor infractions are low-level, disruptive, inappropriate, or noncompliant behaviors that do not pose a serious threat to safety or significantly interfere with the learning environment. These behaviors are typically unintentional, momentary, or correctable with minimal intervention but may become more serious if repeated or left unaddressed. Minor infractions are tracked in DeansList for family notification and must be resolved by the staff member observing the behaviors.

Characteristics of Minor Infractions:

- Disruptive but not harmful – Causes distraction or inconvenience but does not pose danger to self or others.
- Infrequent or low-level – Happens occasionally or is mild in severity.
- Correctable with simple interventions – Can often be managed with verbal reminders, redirection, or logical consequences.
- Developmentally typical – Includes behaviors that are common for children as they learn social norms and self-regulation.

Staff Proactive Measures to Prevent Minor Infractions

- Set clear behavior expectations and review them regularly.
- Use positive reinforcement, such as praise, rewards, and class incentives.
- Build strong relationships with scholars to encourage cooperation.
- Provide structured routines to minimize disruptions.

Minor Infraction Categories

<ol style="list-style-type: none"> 1. Disruptive Classroom Behavior <ul style="list-style-type: none"> • Being too silly or distracting in serious moments • Disrupting the lesson (excessive noise, tapping, humming) • Getting out of seat without permission • Minor defiance (ignoring a request but not outright refusal) • Off-task behavior (daydreaming, doodling, playing with objects) • Rolling eyes, sighing loudly, or showing disrespect through body language • Talking out of turn (blurting out answers, interrupting) • Pranks or excessive jokes 2. Irresponsibility & Avoidance <ul style="list-style-type: none"> • Faking minor injuries to get attention • Minor dishonesty (small fibs, making excuses) • Not following directions the first time given • Not taking turns or sharing materials • Overuse of restroom passes or water breaks to avoid work • Overusing "emergency" excuses to leave class • Staying in the restroom too long to avoid class • Using personal devices during school hours without permission • Wearing non-uniform items repeatedly (e.g., hats, jackets) • Not bringing required supplies to class repeatedly 	<ol style="list-style-type: none"> 5. Disrespect & Social Interactions <ul style="list-style-type: none"> • Excluding others from activities (mild social exclusion) • Mimicking or mocking others • Name-calling or teasing (without bullying intent) • Speaking disrespectfully to peers or adults • Spreading minor gossip or rumors • Talking back in a non-aggressive way • Mildly exaggerating complaints against peers 6. Misuse of Materials & School Property <ul style="list-style-type: none"> • Changing computer settings or backgrounds without approval • Drawing on desks or classroom materials • Mildly damaging school property (bending books, breaking pencils on purpose) • Throwing small objects (not meant to harm) • Using school devices without permission • Using school Chromebooks to access unauthorized games or videos • Writing on walls, desks, or school property with washable materials • Entering restricted areas without permission (e.g., teacher's desk, supply closets) • Misusing safety equipment (e.g., playing with fire alarms or cones) 7. Disruptive Hallway & Transition Behavior
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<ul style="list-style-type: none"> • Opening doors for visitors/adults without staff permission <p>3. Lunch & Restroom Misconduct</p> <ul style="list-style-type: none"> • Not cleaning up after oneself at lunch • Not flushing the toilet or leaving a mess • Playing in the bathroom (splashing water, excessive soap use) • Taking food from a peer without asking • Taking multiple trips unnecessarily • Throwing food (without intent to harm) <p>4. Misuse of Others' Belongings</p> <ul style="list-style-type: none"> • Bringing toys, fidgets, or distractions without permission • Taking items from others without asking (not stealing but borrowing without permission) 	<ul style="list-style-type: none"> • Blocking doorways or paths intentionally • Cutting in line • Lagging behind or walking too slowly to avoid getting in line • Not following hallway expectations (touching walls, playing while walking) • Running in commons spaces, classrooms, or hallways • Stopping to talk to friends instead of moving with the group • Talking too loudly during transitions • Walking out of line or wandering in the hallway <p>8. Playground & Physical Behavior</p> <ul style="list-style-type: none"> • Arguing over games or playground rules • Light pushing, shoving, or play-fighting • Not listening to adult instructions at recess • Playing too rough on playground equipment • Rough play at recess that is not aggressive • Touching others without permission (poking, grabbing)
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Minor Infractions Escalation to Moderate

A minor infraction may become a moderate/major infraction if it:

- Becomes frequent or repetitive despite interventions.
- Causes significant disruption to learning or school operations.
- Involves intentional disrespect, defiance, or harm to others.
- Leads to damage of property or safety concerns.

Progressive Discipline Framework for Minor Infractions (log in DeansList for each occurrence)

1. Verbal Redirection (First Occurrence – Minor Infraction)
 - a. Provide a calm, direct reminder of expectations.
 - b. Use non-verbal cues, such as eye contact, proximity, or hand signals.
 - c. Give a private check-in if needed.

Best for: Off-task behavior, minor disruptions, talking out of turn, or not following directions.

2. Restorative Conversation (Repeated or Slightly Disruptive Behavior)
 - a. Have a brief one-on-one conversation in class or during a transition.
 - b. Help the scholar identify the behavior and its impact.
 - c. Encourage self-reflection and accountability.

Best for: Mild defiance, minor disrespect, excluding others, and careless work habits.

3. Logical Consequence (Recurring Behavior)
 - a. Apply a natural consequence related to the behavior.
 - i. Example: If a scholar is playing during independent work time, they must complete their work after school.
 - b. Provide a structured reset opportunity, such as a reflection sheet or a short break.
 - c. Implement a temporary loss of privilege, ensuring it remains restorative rather than punitive.
 - d. Communicate with parents through a brief email, note, or phone call to update them vs engage them in solutions. .

Best for: Repeated classroom disruptions, not completing work, rough play at recess, or repeated minor misbehavior.

4. Parent Communication & Restorative Plan (Pattern of Infractions)
 - a. Notify the parent or guardian through a phone call, email, or note home of your concerns and request for support.

- b. In partnership with the family, develop a short-term behavior goal-setting plan.
- c. Schedule a follow up meeting to review progress or next steps within two weeks.

Best for: Ongoing defiance, multiple infractions in a short period, or continued minor disrespect.

5. Leadership Intervention (Chronic or Escalating Behavior)

- a. The Manager of Culture and a member of the leadership team schedules a meeting with the scholar's teacher, parent/guardian and scholar.
- b. A behavior contract or check-in/check-out system is established as a behavior intervention plan.
 - i. Escalation is in the form of a modified schedule or risk of withdrawal notice
- c. A restorative conversation is held with impacted peers or teachers.

Best for: Repeated patterns of misbehavior, ongoing defiance, or disrespect that disrupts the learning environment.

Other Interventions for Minor Infractions

- 1. Give scholar a break in or outside of the classroom
- 2. Modify expectation if accommodation is needed
- 3. Use positive reinforcement for expected behavior
- 4. Meditation and journal reflection (written or recorded)
- 5. Partner with a scholar for accountability support
- 6. Partner with another teacher for short-term reflection (buddy room)
- 7. Scholar choice of pre-selected consequences

Loss of privileges: Ethos Classical offers scholars many privileges that may be taken away as a consequence for minor behavior infractions. Privileges that can be lost include: participation in birthday celebrations, field trips, school events, enrichment classes, and socializing during meal times.

School Support: Ethos Classical retains the right to assign scholars to duties around the school which not only support the mission of Ethos Classical, but also hold the scholar responsible for behaviors that lead to the defacement or destruction of property of Ethos Classical.

Moderate Infractions

Moderate infractions are behaviors that go beyond minor disruptions and show a higher level of defiance, disrespect, or disruption but do not yet reach the severity of major infractions. These behaviors may interfere with learning, social interactions, or school operations and typically require more structured interventions to prevent escalation. Moderate infractions are tracked in DeansList for family notification and must be resolved by the staff member observing the behaviors.

Characteristics of Moderate Infractions

- More disruptive or persistent – Repeated minor behaviors or more serious single incidents.
- Intentional defiance or disrespect – A deliberate refusal to follow expectations.
- Negative impact on others – May involve peer conflicts, property misuse, or unsafe behavior that affects the learning environment.
- Correctable with intervention – Requires teacher, administrator, or parent involvement but does not warrant immediate suspension.

Staff Proactive Measures to Prevent Moderate Infractions

1. Clear Expectations & Consistency – Reinforce behavior expectations daily and provide reminders before transitions or high-energy activities.
2. Restorative Practices – Encourage scholars to repair relationships through discussions and conflict resolution.
3. Check-Ins & Social-Emotional Support – Use one-on-one check-ins with scholars who show early signs of frustration or disengagement.
4. Structured Routines & Transitions – Minimize unstructured time where behavior issues are more likely to occur.
5. Positive Reinforcement – Recognize and reward positive behaviors with praise, incentives, and peer acknowledgments.

Moderate Infraction Categories

<ol style="list-style-type: none">1. Disruptive & Defiant Behavior<ul style="list-style-type: none">• Repeated refusal to follow instructions after multiple warnings.• Talking back to teachers or staff in a disrespectful manner.• Deliberately leaving assigned areas without permission.• Intentional misuse of classroom materials, making it difficult for others to learn.• Throwing objects with intent to disrupt (not to harm).• Using language or jokes about sex, body parts, or mature topics that are inappropriate for the school setting• Referencing violence or harm in a non-threatening but inappropriate way• Showing or discussing inappropriate images, videos, or music lyrics2. Misuse of Property & Technology<ul style="list-style-type: none">• Defacing school or peer belongings beyond minor damage.• Unauthorized use of technology or school devices for inappropriate content.• Hiding or taking items belonging to the school or peers without consent.• Writing on walls, desks, or school property in a way that requires cleaning.• Creating inappropriate or off-task digital content intentionally	<ol style="list-style-type: none">4. Social Conflicts & Peer Disrespect<ul style="list-style-type: none">• Repeated teasing or verbal aggression (beyond mild joking).• Excluding a peer deliberately and consistently from activities.• Spreading harmful rumors or gossip that affects relationships.• Mocking or insulting another scholar's identity, abilities, or background.• Creating or escalating group conflicts that cause division.• Forming "clubs" or groups that exclude others in a harmful way.• Touching others repeatedly after being told to stop (not rough, but disrespectful)• Invading others' personal space or making others visibly uncomfortable• Unwanted flirtation or inappropriate comments about appearance5. Unsafe or Reckless Behavior<ul style="list-style-type: none">• Running or pushing in hallways in a way that causes injury.• Playing too roughly or physically intimidating peers.• Ignoring safety instructions on the playground, cafeteria (Ethos Middle), or hallways.• Tampering with safety equipment (fire alarms, emergency doors, etc.) in a non-threatening way.
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<ul style="list-style-type: none"> • Using a peer's login or account without permission • Using devices to send inappropriate or distracting messages (e.g., via Google Docs or email) • Recording videos, audio, or taking photos of others without consent <p>3. Repeated Minor Infractions</p> <ul style="list-style-type: none"> • Chronic minor disruptions that affect instruction. • Frequent refusal to correct behavior after multiple interventions. • Ongoing failure to meet expectations for behavior in shared spaces. 	<ul style="list-style-type: none"> • Being in unauthorized areas (elevator, stairwells, restrooms for an extended period of time) • Being in the hallway beyond passing periods or transitions; skipping class • Eloping from class • Persistent misuse of passes (e.g., faking emergencies, using multiple passes to avoid instruction)
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Moderate Infractions Escalation to Major

- Physical aggression or threats toward others with intent to harm.
- Serious defiance, such as leaving class or refusing to comply with staff members.
- Bullying or harassment that causes emotional harm.
- Property damage or theft that results in significant loss.

Progressive Discipline Framework for Moderate Infractions (log interactions in DeansList on every occurrence, escalate the steps at each occurrence). Point deductions will be shared based on grade level during family onboarding. Family Notification via DeansList is required.

Occurrence	Action	Owner
First	Restorative Conversation & Redirection <input type="checkbox"/> Provide a private, direct conversation about the behavior. <input type="checkbox"/> Guide the scholar in identifying the impact of their actions.	Teacher
Second	Logical Consequences & Parent Involvement <input type="checkbox"/> Apply a natural consequence connected to the behavior (e.g., if a scholar misuses technology, they lose device privileges).	Teacher

	<input type="checkbox"/> Notify parents through a call or email to create a partnership in addressing the behavior.	
Third	<p>Leadership Involvement & Formal Intervention with Parent Meeting</p> <input type="checkbox"/> Teacher refers the scholar to the Manager of Culture for formal intervention <input type="checkbox"/> Conduct a formal restorative meeting with the scholar, staff, and any affected parties. <input type="checkbox"/> Implement a structured behavior support plan, such as check-ins with a member of the culture team. Escalation will be in the form of a modified schedule and risk of withdrawal notice.	Manager of Culture
Fourth	<p>Escalation to Major Infraction Response: If moderate infractions continue despite multiple interventions, they should be documented via DeansList as a referral and treated as major infractions.</p>	

Other Consequences/Interventions for Moderate Infractions

1. Confiscated items of disturbance for a limited amount of time and allow scholars to journal reflection on expectations and why item was confiscated using affective language
2. Write or record an apology to everyone impacted by actions
3. Written reflection
4. Change seating with review of expectations and partner with a buddy for accountability and support
5. Visit to cool down zone/safe space/peace center for a designated period
6. Conflict resolution with affective questions
7. Mediation (scholar to scholar)
8. Referral to counselor

Major Infractions

Major infractions are serious behaviors that significantly disrupt the learning environment, cause harm to others, involve intentional defiance, or pose safety risks to scholars and staff. These behaviors often violate school policies and may require immediate intervention, administrative action, and formal consequences to ensure a safe and respectful school community.

Characteristics of Major Infractions

- Severe disruption or danger – The behavior seriously interferes with instruction, scholar well-being, or school operations.
- Intentional defiance or aggression – The scholar knowingly and deliberately disregards school rules or adult authority.
- Harm to others or property – The action results in physical harm, emotional distress, or property damage.
- Requires administrative intervention – The infraction cannot be resolved solely by the classroom teacher and may involve suspension, restorative agreements, or other disciplinary actions.

Proactive Measures to Prevent Major Infractions

1. Establish a Strong School Culture – Set clear school-wide expectations for behavior, reinforced through lessons and assemblies.
2. Early Identification & Intervention – Address moderate infractions quickly to prevent escalation to major ones.
3. Conflict Resolution & Peer Mediation – Provide scholars with tools to resolve disputes peacefully before they become physical or unsafe.
4. Positive Adult Relationships – Ensure scholars have trusted adults to talk to when frustrated rather than resorting to aggressive behavior.
5. Teach Digital Citizenship & Anti-Bullying Awareness – Educate scholars about online behavior, cyberbullying, and social responsibility.

Major Infraction Categories

<ol style="list-style-type: none">1. Severe Defiance & Disruptive Conduct<ul style="list-style-type: none">• Openly refusing to comply with school staff after multiple interventions.• Leaving school grounds or classroom without permission.• Verbal abuse or profanity directed at a scholar, teacher or staff member.• Excessive or aggressive defiance that disrupts learning for others.• Repeated or escalated refusal to follow school expectations after previous interventions.• Pretending to be another scholar or staff member (online or in-person)• Using someone else's credentials (email, login, ID badge) to send messages or submit work• Creating fake accounts or profiles to mislead, embarrass, or deceive others• Recording or livestreaming incidents on campus to gain online attention at others' expense• Unlocking, opening, or propping emergency exits without permission• Accessing or attempting to access staff-only areas• Tampering with or stealing classroom keys, badges, or admin-level tech2. Harassment, Bullying, & Intimidation	<ol style="list-style-type: none">4. Aggressive or Violent Behavior<ul style="list-style-type: none">• Fighting or physical aggression toward scholars or staff.• Making serious verbal threats of harm to others.• Throwing objects with intent to injure.• Encouraging or inciting violence among peers.5. Property Destruction & Theft<ul style="list-style-type: none">• Damaging school property or personal belongings of significant value.• Stealing money, electronics, or other valuable items.• Vandalism, such as graffiti, breaking windows, or damaging furniture/school facilities.• Tampering with school security systems or fire alarms.6. Inappropriate Interactions with Sexual Intent<ul style="list-style-type: none">• Inappropriate touching or invasion of personal space in a way that makes others uncomfortable.• Using sexual language or gestures that are inappropriate for a school setting.• Sharing or attempting to show inappropriate content (e.g., discussing explicit topics, drawing inappropriate images).• Engaging in or encouraging inappropriate conversations that involve sexual themes.• Attempting to expose body parts in an inappropriate way or encouraging others to do so.
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<ul style="list-style-type: none"> • Targeted bullying, including repeated verbal, social, or physical harassment. • Threatening others verbally, physically, or electronically (cyberbullying). • Using slurs, hate speech, or discriminatory language. • Retaliating against a scholar for reporting bullying or misconduct. <p>3. Safety Violations & Dangerous Behavior</p> <ul style="list-style-type: none"> • Bringing weapons, contraband, or dangerous objects to school. • Possessing or using drugs, alcohol, or tobacco products on school property. • Engaging in reckless behavior that puts others at risk (running into traffic, climbing unsafe areas). • Ignoring or interfering with emergency drills and procedures. • Using group chats or social media to plan defiance, harassment, or unsafe behavior at school 	<ul style="list-style-type: none"> • Repeated boundary violations despite redirection. <p>Note: In all cases involving inappropriate sexual behavior, school staff will handle the situation with sensitivity, parental notification, and developmentally appropriate education on personal boundaries. If the behavior suggests a lack of understanding, intervention will focus on education and guidance. If the behavior is intentional or repeated, it may lead to serious disciplinary actions.</p>
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Major Infractions Escalation to Severe Disciplinary Action

- It is dangerous or illegal, requiring police or outside intervention.
- The behavior is repeated despite formal interventions.
- It involves serious harm or threats to scholars or staff.
- It violates state laws or school policies, leading to legal consequences.

In these cases, suspension, expulsion, or legal involvement may be necessary to maintain a safe school environment.

Progressive Discipline Framework for Major Infractions (all steps followed for each major infraction)

1. Immediate Removal & Administrative Referral
 - a. If the behavior threatens safety or order, the scholar is immediately removed from class.
 - b. The incident is documented and reported to an administrator via DeansList.
2. Parent Notification & Formal Meeting
 - a. A mandatory parent conference is scheduled.
 - b. The scholar participates in a behavior intervention discussion with administration.
 - c. The incident report is reviewed, and appropriate consequences are determined.
3. Consequences & Restorative Actions
 - a. The scholar receives formal consequences from the matrix below.
 - b. A restorative plan is created, requiring the scholar to repair harm done through apology letters, community service, or mediation.
 - c. Behavior contract is implemented with clear improvement expectations.
 - d. A re-entry plan is created with specific conditions for the scholar to return.
 - i. Additional counseling, mentorship, or behavior monitoring is recommended.

Major Incident Event	Consequence
First	1 Day of Reflection or Detention (Detention is for Ethos Middle Only)
Second	2 Day Suspension
Third	3 Day Suspension & Modified Schedule
Fourth	5 Day Suspension & Notice of Risk of Withdrawal

Tier 3 Behavior Supports and Interventions

When a scholar demonstrates ongoing behavior challenges that interfere with learning or community safety, Ethos Classical may implement Tier 3 behavior supports.

Tier 3 supports may include:

- Development of a formal Behavior Support Plan (BSP)
- Referral for counseling or mental health services
- Functional Behavior Assessment (FBA)
- Weekly or biweekly family meetings
- Increased progress monitoring and staff collaboration

These interventions are documented and reviewed regularly to ensure the scholar is receiving appropriate, targeted support.

Chronic Behavior and Grade-Level Promotion

In rare cases, a scholar's behavior may significantly impact their academic progress or readiness for the next grade. Ethos Classical considers a scholar's social-emotional growth, behavior, and academic standing in promotion decisions.

If a scholar is at risk of retention due to chronic behavioral issues:

- The family will be notified in writing by March 1.
- The school will outline a clear support plan with interventions and monitoring.
- Final promotion or retention decisions rest with the school's Leadership Team, who will evaluate multiple data points before determining readiness for the next grade.

Bus Conduct and Safety Expectations

While riding school-provided transportation, all Ethos Classical school rules apply. Bus safety is essential to ensure a positive experience for all riders.

Expectations:

- Follow all directions from the bus driver promptly.
- Remain seated at all times.
- Keep hands, feet, and belongings to yourself.
- Use respectful language and voice levels.
- Do not eat, drink, or use devices unless permitted.

Consequences for unsafe or disruptive behavior may include:

- Temporary reassignment of seats
- Suspension of bus/field trip privileges
- Permanent removal from the bus/field trip roster for repeated or severe behavior

Consequence Definition

Day-of-Reflection refers to a decision to dismiss a scholar from school for a period not to exceed 48 hours. During this time that scholar will complete a strategically designed reflection/schoolwork packet while assigned to home, daycare, etc. Completion of this packet is non-negotiable and required for the scholar to be excused from attendance during the reflection period.

In-School Suspension refers to a decision where a scholar is temporarily removed from regular classrooms and placed in a designated area within the school for a set period. They continue academic work but are separated from their peers and usual activities as a consequence for behavior issues.

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.

The determination of reflective out of school suspension will be based on the severity of the incident and frequency, and is at the discretion of the leadership team.

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.

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 also includes previous interventions, contacts, incidents, and other data to support implementation. It is signed by the parents, the scholar, and the staff member.

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(s) 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.

Pursuant to OCGA Section 20-2-735, discipline will be in proportion to the severity of the behavior leading to the discipline. The prior disciplinary history of the scholar during the current school year and other relevant factors will be taken into account and due process procedures required by federal and state law will be followed. However, it is important for all scholars and parents to note that the circumstances of particular violations may warrant more severe consequences even on the first violation. The School reserves the right, in school administration's sole and exclusive discretion, to take any and all actions necessary to protect its scholars, provide a safe and secure learning environment, and to ensure the orderly operation of the educational process including providing more severe consequences for certain violations.

Determination of the severity of an infraction is at the discretion of the Ethos Administration. In cases of severe infractions, local, state, or federal legal authorities may be contacted.

Natural & Logical Consequences

Natural and logical consequences help scholars learn from their actions in a way that is directly connected to the behavior.

Grades K-2: Learning Through Actions & Redirection

At this age, scholars are still developing self-regulation skills and learning how their actions impact others. Consequences should be immediate, simple, and directly connected to the behavior.

Examples:

1. Not Following Classroom Rules (e.g., running in the hallway)

- Natural Consequence: If a scholar runs and falls, they learn why walking is safer.
- Logical Consequence: The scholar practices walking the hallway with a teacher before continuing to class.

2. Misusing Classroom Materials (e.g., throwing crayons or breaking a toy)

- Natural Consequence: If the crayon breaks, the scholar has to use a smaller or broken piece.
- Logical Consequence: The scholar helps clean up the materials and loses access to them until they show they can use them properly.

3. Hurting a Peer (e.g., pushing, grabbing a toy from someone)

- Natural Consequence: If a peer no longer wants to play with them, the scholar experiences the result of their actions.
- Logical Consequence: The scholar must find a way to repair the harm, such as apologizing, offering a kind act, or taking a break before rejoining play.

4. Not Cleaning Up After Themselves

- Natural Consequence: Their workspace is messy and uncomfortable to use.
- Logical Consequence: They must stay behind to clean up before moving on to the next activity.

5. Disrupting Storytime or Morning Meeting

- Natural Consequence: They miss out on key parts of the story or activity.
- Logical Consequence: They must practice sitting and listening quietly with the teacher before rejoining the group.

Grades 3–4: Strengthening Responsibility & Peer Awareness

Scholars in this grade band are beginning to understand cause and effect more clearly. Logical consequences should help them connect their actions to their impact on others.

- Natural consequences happen as a direct result of an action (e.g., losing a toy because it was misused).
- Logical consequences are directly related to the behavior and are designed to teach accountability (e.g., cleaning up after making a mess).
- Consequences should always provide an opportunity for scholars to learn, reflect, and grow.

This approach ensures that scholars not only understand the impact of their actions but also develop responsibility, empathy, and problem-solving skills at each stage of their development.

Examples:

1. Repeatedly Talking Over Others in Class

- Natural Consequence: They miss part of the discussion and may struggle to complete their work.
- Logical Consequence: The scholar practices active listening with a partner or teacher and may be asked to reflect in writing about how their actions affected the group.

2. Disrespecting a Classmate or Using Unkind Words

- Natural Consequence: The classmate may not want to work with them.
- Logical Consequence: The scholar participates in a restorative conversation to repair the relationship and practices positive affirmations by writing or stating kind things about their peers.

3. Not Completing Work Due to Avoidable Disruptions

- Natural Consequence: The scholar doesn't understand the material and falls behind.
- Logical Consequence: The scholar completes the work during a break to catch up.

4. Misusing Shared Spaces (e.g., making a mess during lunch or recess)

- Natural Consequence: The space becomes dirty or unusable.
- Logical Consequence: The scholar helps clean the space and may create a reminder sign for the class about keeping shared areas neat.

5. Ignoring a Teacher's Direction on Safety (e.g., playing rough in line or on stairs)

- Natural Consequence: They might get hurt or cause someone else to get hurt.
- Logical Consequence: They practice safe behaviors with the teacher before being allowed to fully participate in the activity.

Grades 5–6: Strengthening Accountability & Leadership

Older scholars are expected to show greater independence and responsibility. Consequences should focus on restoring relationships, problem-solving, and leadership opportunities to help them learn from their actions.

Examples:

1. Repeatedly Interrupting a Lesson or Showing Disruptive Behavior

- Natural Consequence: They miss important information and struggle with the assignment.
- Logical Consequence: The scholar meets with the teacher after class to discuss self-management strategies and may be required to present a summary of the lesson to reinforce learning.

2. Being Dishonest or Breaking a School Expectation

- Natural Consequence: Trust is weakened, and others may be hesitant to believe them in the future.
- Logical Consequence: The scholar writes a reflection about the importance of honesty and creates an action plan for regaining trust.

3. Excluding a Peer

- Natural Consequence: The peer may no longer want to be their friend or participate in group activities with them.
- Logical Consequence: The scholar participates in a restorative circle with the peer to discuss the impact and engages in a kindness initiative, such as writing positive notes to classmates.

4. Misusing Technology (e.g., using a device inappropriately or not following tech rules)

- Natural Consequence: The device may not work correctly, or privileges may be lost.
- Logical Consequence: The scholar loses device access for a period of time and must complete a digital responsibility lesson before regaining access.

5. Failing to Meet Leadership Expectations (e.g., as a scholar ambassador, peer mediator, or older scholar setting an example for younger grades)

- Natural Consequence: They may lose respect from peers or be removed from the role.
- Logical Consequence: The scholar meets with a mentor or leadership coach to reflect and create a plan to rebuild trust and responsibility.

Restorative Conversations

At Ethos Classical, we use restorative practices to help scholars learn from their choices, repair harm, and re-enter the learning environment with dignity and purpose. When incidents occur, scholars may participate in restorative conversations that are intentionally timed and located to support reflection and restoration without missing essential learning time.

Types of Restorative Conversations:

- One-on-One Reflection: Scholar speaks with a teacher, dean, or SEL team member to process what happened and plan for better choices.
- Guided Apology: Scholar practices or delivers a verbal or written apology to those impacted by their behavior.
- Mediation: A staff member facilitates a structured conversation between peers to resolve conflict and rebuild relationships.
- Community Circle: A small group or classroom conversation to address shared behaviors and rebuild norms.
- Restorative Journaling or Worksheet: Scholar completes a reflection form to process the behavior and prepare for a conversation.

Common Locations for Restorative Conversations:

- Buddy Room or Reflection Desk: Within the classroom or a neighboring classroom for brief breaks and quick resets.
- Reflection Room: A designated quiet space supervised by staff for deeper reflection and restorative planning.
- Counseling Office: For ongoing support, conflict resolution, or social-emotional processing.
- Administrative Office: For behaviors that require follow-up with a school leader or if safety has been impacted.

When Restorative Conversations Typically Happen:

To avoid disrupting core academic time, most restorative conversations take place during the following blocks:

- Morning Meeting: An opportunity to reset together before the day begins.
- Lunch: Time to repair without missing instruction; scholars may sit with an adult or participate in a lunch circle.
- Advisory (Middle School): A natural time for SEL-focused conversations and peer mediation.

- Recess (Elementary): Scholars may use a portion of recess for a quick restorative conversation, then return to play (no more than five minutes involving no more than two scholars).
- Enrichment Period: Used when longer processing is needed and academic learning won't be disrupted.

Note: If a behavior requires an immediate conversation due to safety or emotional escalation, staff will respond in real time and ensure the scholar is supported and ready to return to class as quickly as possible.

Conflict Resolution and Peer Mediation

At Ethos Classical, we believe conflict is an opportunity for growth when addressed constructively. Scholars are expected to handle peer conflicts respectfully and seek help when needed.

When conflict arises:

Staff may facilitate restorative conversations or peer mediation.

Scholars may be invited to participate in support circles.

Counseling referrals may be made if needed.

If conflicts persist, the scholar may receive a Tier 2 or Tier 3 intervention plan.

The goal is not punishment, but restoration of relationships and a safe, respectful school culture.

Detention

The detention program is designed for middle school scholars to revisit key strategies to better navigate the social dynamics of school. Detention will be held after school on Tuesdays, Wednesdays and Thursdays. Scholars who violate the school's code of conduct and are deemed eligible for detention will be required to attend the program for the amount of days recommended by our administrative team. The program will consist of watching educational videos on appropriate behavior in school, as well as discussions and group activities related to the videos. Detentions will be assigned via DeansList with family notification and will require a 5:00PM pick up.

An Ethos staff member will be responsible for facilitating the program, leading discussions and activities, and tracking scholar progress.

Guidelines:

The detention program will be based on a set of clear and consistent guidelines for what behaviors warrant detention. Examples of behaviors that may warrant detention include but are not limited to:

- Bullying
- Damaging property
- Using inappropriate language
- Being disruptive in class
- Consistently being unprepared for class; lifework recovery
- Not following school rules including uniform guidelines and timely arrival

To ensure fairness and consistency, all teachers will be trained on the detention program guidelines and will follow the same protocol for assigning detention.

Parent Involvement:

Parents will be informed about the detention program and will be encouraged to participate in their child's progress. They will be notified when their child is assigned detention and will receive a completion note at the end of each session. Scholars are required to attend detention within the week assigned to avoid an escalation of consequences.

Restitution

We are committed to maintaining a safe and inclusive learning environment where trust and respect are valued. In cases where a scholar engages in misconduct that includes theft, damaging property, or any other actions that break trust with the school, we have implemented a restitution policy to address these incidents appropriately. This policy aims to promote accountability, restitution, and personal growth for scholars involved in such misconduct. It is our belief that through restorative practices, we can help scholars learn from their mistakes and develop into responsible individuals.

Reporting Incidents

Any staff member who becomes aware of a misconduct incident, including theft, damaging property, or other actions that break trust, should immediately report it via DeansList.

The reporting staff member should provide relevant details, including the date, time, location, and any available evidence or witnesses related to the incident.

Investigation

A member of the Leadership Team or Manager of Culture will initiate a thorough investigation into the reported misconduct incident promptly and with confidentiality.

The investigation may involve interviewing involved parties, reviewing any available evidence, such as surveillance footage or witness statements, and consulting with other relevant staff members as necessary.

Restitution Process

If the investigation establishes that a scholar has engaged in misconduct, including theft, damaging property, or actions that break trust, the scholar will be subject to the restitution process.

The scholar and their parents or guardians will be informed about the incident, the investigation findings, and the consequences outlined in the restitution policy within 24 hours.

The purpose of restitution is to hold the scholar accountable for their actions, facilitate their understanding of the impact of their misconduct, and support their personal growth and responsibility.

Restitution may include one or more of the following actions, depending on the severity of the incident and the scholar's age:

1. **Apology:** The scholar may be required to offer a sincere apology to those affected by their misconduct, both verbally and in writing.
2. **Restitution of Damaged Property:** The scholar may be required to repair or replace any damaged property, compensate the school or affected individuals for the cost of repair or replacement, or engage in other agreed-upon restitution measures.
3. **Educational Intervention:** The scholar may be required to attend detention, workshops, presentations, or counseling sessions focused on the consequences of their actions, empathy, and ethical decision-making.
4. **Parental Involvement:** The scholar's parents or guardians may be required to participate in discussions or meetings to address the behavior and provide support for their child's growth.
5. **Loss of Privileges:** The scholar may face temporary loss of certain privileges within the school, such as participation in field trips, or other events.
6. **Community Service:** In certain cases, the scholar may be required to engage in community service activities within the school or in collaboration with external organizations as a means of restitution and learning.
7. **Restorative Circles or Mediation:** In some instances, facilitated conversations involving affected parties, trained staff, and the scholar may be arranged to foster understanding, repair relationships, and develop a plan for moving forward.

Documentation The Manager of Culture will maintain a confidential record of the incident, investigation process, and restitution measures undertaken in DeansList.

Documentation will include relevant details, actions taken, any agreed-upon plans for monitoring the scholar's progress, and efforts made to prevent future incidents.

Treatment of School Property Parents are responsible for the repair or replacement of all lost, stolen or damaged school property.

Restorative Justice Framework

Ethos Classical is committed to cultivating a school culture rooted in accountability, empathy, and community. Our Restorative Justice (RJ) approach emphasizes reflection and repair over punishment and is used to respond to scholar behavior in ways that are developmentally appropriate, relationship-centered, and aligned with our high expectations.

The Restorative Justice framework is applied across all grade levels and includes strategies for prevention, intervention, and reintegration. All restorative practices are designed to help scholars reflect on their actions, repair harm, and rejoin the learning environment with a clear understanding of expectations.

Grade Band Approach

Grades K–2:

- Focus on emotional regulation and understanding actions.
- Teachers facilitate brief restorative conversations and reflection activities.
- Reintegration may include calm-down time, apology activities, or brief restorative check-ins.

Grades 3–4:

- Emphasis on peer accountability and problem-solving.
- Restorative chats, reflection writing, and peer mediation may be used.
- Scholars participate in reintegration circles and classroom contributions when harm has occurred.

Grades 5–6:

- Focus on leadership, conflict resolution, and personal accountability.
- Restorative circles and conferences are used for more serious incidents.
- Scholars may engage in school service or written agreements as part of their reintegration process.

Key Practices Across Grade Levels

- **Prevention:** Daily advisory, classroom agreements, community circles, and explicit instruction on empathy and behavior expectations.
- **Intervention:** Restorative conversations, facilitated peer mediation, and behavior reflection forms.
- **Reintegration:** Reintegration circles, scholar-led repair actions, and ongoing check-ins with staff and families.

Appeals and Due Process Rights

Ethos Classical is committed to fair and transparent disciplinary practices. If a scholar receives an out-of-school suspension lasting more than one school day, the family has the right to appeal the decision.

Appeals Process:

- Appeals must be submitted in writing to the School Principal within three (3) school days of the suspension notice.
- The Principal will review the appeal and respond within five (5) school days.
- If the family disagrees with the Principal's decision, they may escalate the appeal in writing to the Chief Executive Officer (CEO).
- If still unresolved, a final appeal may be submitted to the Board of Directors. The decision of the Board is final.

Cell Phone/ Policy

Ethos Classical is committed to providing a focused, distraction-free learning environment. To protect instructional time and ensure scholar safety, scholars are not permitted to carry cell phones or smartwatches with communication capabilities during the school day. All devices must be turned off and checked in upon arrival.

Emergency Contact Protocol

If families need to reach their scholar during the school day, they must contact the front office. Scholars may not use personal devices to communicate with families during school hours.

Policy Guidelines

- All scholars (Grades K–6) must turn off and check in cell phones and communication-enabled smartwatches upon arrival.
- Devices must remain stored in the designated school technology cabinet for the duration of the school day, including during before- and after-school activities.
- Carrying, using, or displaying a phone or smartwatch during the school day is strictly prohibited, including during lunch, recess, transitions, or dismissal.
- Ethos Classical is not responsible for lost, stolen, or damaged devices.

Offense	Consequence
First Offense	Device is confiscated and returned to the scholar at the end of the day.
Second Offense	Device must be picked up by a parent or guardian.
Third Offense	Scholar loses the privilege of bringing a phone to school for the semester.
Fourth Offense	Classified as a major infraction and addressed through the school's discipline policy.

Search and Seizure Policy

To maintain a safe and orderly school environment, Ethos Classical administrators may search a scholar's personal belongings when there is reasonable suspicion that a school policy or law has been violated.

Guidelines:

- Searches may include backpacks, lockers, lunch bags, personal technology, and other items brought to school.
- Searches will always be conducted by an administrator and in the presence of another staff member as a witness.
- The search will be respectful, minimally invasive, and documented.
- Scholars will be informed of the reason for the search whenever possible.

Ethos Classical Anti-Bullying Policy (K-6)

Ethos Classical is committed to fostering a safe, respectful, and inclusive learning environment for all scholars. Bullying, harassment, and intimidation in any form will not be tolerated. This policy aligns with the Georgia Department of Education (GaDOE) requirements and outlines expectations, reporting procedures, and consequences for bullying behavior.

Definition of Bullying

According to O.C.G.A. § 20-2-751.4, bullying is defined as:

1. Intentional acts that cause physical harm, emotional distress, or damage to property.
2. Repeated behaviors that interfere with a scholar's education or create an intimidating, hostile, or offensive learning environment.
3. Actions that substantially disrupt school operations, including in-person and electronic (cyberbullying) misconduct.

Bullying includes but is not limited to:

- Physical aggression (hitting, pushing, spitting)
- Verbal abuse (name-calling, threats, insults)
- Social exclusion (spreading rumors, purposeful isolation)
- Cyberbullying (harassment via text, social media, or online platforms)

Prohibited Conduct

Bullying is prohibited:

- On school grounds, during school hours, or at school-sponsored events.
- On school transportation or at bus stops.
- Through electronic communication affecting the school environment.

Retaliation against anyone who reports bullying is strictly prohibited.

Reporting & Investigation Procedures

1. Reporting Bullying

- Scholars, parents, and staff may report bullying verbally or in writing to a teacher, counselor, or administrator.
- Anonymous reports can be submitted via a confidential reporting [form](#) available in the school office and app.

2. Investigation Process

- All reports will be reviewed within 24 hours.

- Investigations will be conducted by an administrator and completed within five school days.
- Witnesses, video footage, and written statements will be gathered.

3. Parent Notification

- Parents/guardians of both the victim and the accused will be informed of the investigation outcome.

Consequences & Interventions

Bullying behavior will result in age-appropriate consequences, which may include:

Offense	Consequences
First Incident	Restorative conversation, warning, and parent notification.
Second Incident	Loss of privileges, behavior contract, and referral to counseling.
Third Incident	2 Day Suspension and mandatory parent conference.
Severe or Repeated Incidents	Referral to alternative education placement or expulsion.

In accordance with Georgia law (O.C.G.A. § 20-2-751.4), scholars in grades 6 and up who commit three acts of bullying must be referred to an alternative education program.

Prevention & Awareness

Ethos Classical will implement:

- School-wide anti-bullying education through classroom lessons and assemblies.
- Social-emotional learning programs to teach conflict resolution.
- Professional development for staff on identifying and responding to bullying.

Parental & Community Involvement

- Parents will receive anti-bullying resources and guidance on supporting their child.
- Community partnerships will provide mental health and counseling services for scholars in need.

Cyberbullying/Electronic Bullying: Bullying can occur on school property or through school technology resources but can also occur through the use of electronic communications. Whether or not that communication originated on school property with school technology resources, if the electronic communication is directed specifically at scholars or school personnel, maliciously intended for the purpose threatening the safety of those specified or substantially disrupting the orderly operation of the school, creates a reasonable fear of harm to the scholars' or school personnel's person or property or has a high likelihood of succeeding in that purpose it is considered a form of cyberbullying.

Scholars on Section 504 Plans and Individualized Education Programs (IEPs) qualify for the protections of a Free Appropriate Public Education (FAPE). If a scholar 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 a member of the Leadership Team to develop a plan for the bullying to stop.

Scholars, parents/guardians and other stakeholders should report incidents of bullying to an administrator or teacher using the Ethos' complaint procedures. To file a report of bullying, please use this [form](#). Be sure to include as many details as possible when reporting the incident. This can include scholar name, class, area in which the incident occurred, time, and/or witnesses. Bullying report forms are available via email and the school app.

Please note: Any form of electronic bullying (cyberbullying) using school equipment, school networks, e-mail systems or committed at school is strictly prohibited.

Mental Health and Safety Protocols

Ethos Classical takes all statements or behaviors suggesting harm to self or others seriously. Scholar safety is our top priority.

If a scholar expresses or demonstrates harm-related behavior:

- The scholar will be referred to a counselor or school social worker immediately.
- The family will be contacted the same day.
- The school may implement additional safety measures, including:
 - A re-entry meeting with a parent or guardian before the scholar returns to class
 - A referral to external mental health providers
 - A short-term removal from class or campus (with appropriate supports in place)

All responses are handled with confidentiality, urgency, and compassion.

Expulsion Policy

The purpose of this policy is to ensure a safe, respectful, and productive learning environment for all scholars and staff. Expulsion is considered the most serious disciplinary action and is reserved for severe infractions that threaten the safety and well-being of the school community.

Grounds for Expulsion

A scholar may face expulsion if they engage in serious misconduct that meets one or more of the following criteria:

<ol style="list-style-type: none">1. Possession or Use of Weapons<ul style="list-style-type: none">○ Bringing or using firearms, knives, or dangerous objects on school property.○ Using any object as a weapon to threaten or harm others.2. Possession, Use, or Distribution of Illegal Substances<ul style="list-style-type: none">○ Being under the influence of, possessing, or distributing drugs, alcohol, or controlled substances.○ Possession of drug paraphernalia or engaging in drug-related activities on campus.3. Violence & Physical Aggression<ul style="list-style-type: none">○ Serious physical assault on another scholar, staff member, or visitor.○ Engaging in or inciting violent behavior, including mob actions.4. Sexual Misconduct or Harassment<ul style="list-style-type: none">○ Inappropriate sexual behavior, including touching, gestures, or explicit conversations.	<ol style="list-style-type: none">6. Arson, Vandalism, or Property Destruction<ul style="list-style-type: none">○ Setting fires or intentionally damaging school property.○ Tampering with fire alarms, security systems, or safety equipment.7. Cyberbullying or Digital Misconduct<ul style="list-style-type: none">○ Using school or personal devices to harass, threaten, or intimidate others.○ Posting or sharing explicit or defamatory content about scholars or staff.8. Repeated and Extreme Defiance<ul style="list-style-type: none">○ Severe and ongoing refusal to follow school policies, creating an unsafe environment.○ Leading school disruptions that threaten the order and function of the school.9. Theft or Burglary<ul style="list-style-type: none">○ Stealing valuable school or personal property.○ Breaking into lockers, classrooms, or offices with intent to steal or vandalize.
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<ul style="list-style-type: none"> ○ Sharing or attempting to distribute inappropriate content. <p>5. Threats or Acts of Terrorism</p> <ul style="list-style-type: none"> ○ Making verbal, written, or digital threats of violence toward the school community. ○ Engaging in false bomb threats, hoaxes, or terroristic threats. 	
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Due Process for Expulsion

If a scholar commits an offense that may warrant expulsion, the following due process procedures will be followed:

1. Investigation & Documentation
 - The school will conduct a thorough investigation, including interviews and evidence collection.
 - Parents/guardians will be notified of the investigation.
2. Formal Hearing/Tribunal
 - A disciplinary hearing will be scheduled with the scholar, parent/guardian, school administration, and other relevant staff.
 - The scholar and family will have an opportunity to present their case.
3. Decision & Notification
 - The school will provide a written decision within five school days following the hearing. During this time, the scholar will be on long term suspension.
 - If expelled, the decision will outline the length of expulsion, re-enrollment conditions, and appeal process.
4. Alternative Education Options
 - Expelled scholars may be referred to an alternative education program or district services.
5. Right to Appeal
 - Families have the right to appeal the expulsion decision within ten school days of the ruling.

Scholar Self-Defense Policy

This policy outlines our stance on self-defense and provides clear guidance on handling situations where a scholar may feel the need to protect themselves.

Definitions

- Self-Defense: A reasonable and proportionate response to an immediate physical threat in order to protect oneself from harm.
- Physical Aggression: Any act of hitting, pushing, kicking, or otherwise causing bodily harm to another individual.
- Retaliation: A deliberate act of aggression in response to a previous altercation that extends beyond what is necessary for immediate protection.

Policy Guidelines

1. Expectations for Conflict Resolution

- Scholars are encouraged to use verbal de-escalation strategies, seek assistance from an adult, and avoid physical confrontations whenever possible.
- Teachers, staff, and administrators are responsible for fostering a culture of respect, conflict resolution, and peer mediation to prevent altercations.

2. Determining Self-Defense vs. Aggression

- Self-defense must be a direct and immediate response to an unavoidable physical threat.
- Actions taken in self-defense should be proportionate to the threat and stop once the threat is neutralized.
- Scholars who escalate a situation or retaliate after an incident has ended may be subject to disciplinary action.
- The school administration will conduct a thorough investigation, including reviewing security footage, obtaining witness statements, and consulting involved parties to determine if an incident qualifies as self-defense.

3. Consequences and Interventions

- Scholars determined to have acted in self-defense will not face disciplinary consequences but will be offered restorative support.
- If a scholar's response is deemed excessive or retaliatory, appropriate disciplinary action may be taken in alignment with the school's Code of Conduct.
- Scholars involved in physical altercations, regardless of intent, may be referred for conflict resolution support, counseling, or mediation.

4. Reporting and Support

- Scholars should report any threats, bullying, or concerns to a trusted adult as soon as possible.
- Parents/guardians will be notified in cases of physical altercations, and a meeting may be scheduled to discuss next steps.
- The school will provide conflict resolution training and social-emotional learning opportunities to reinforce positive peer interactions.

Recess Policy (Grades K–4)

Ethos Classical is committed to supporting the physical, social, and emotional development of scholars through structured instruction and purposeful unstructured time. This policy outlines the school's approach to recess and unstructured breaks in compliance with Georgia law (O.C.G.A. § 20-2-323), and reflects the operational model of our two-campus structure.

Grades K–4

Daily Recess Requirement:

- All K–4 scholars receive a minimum of 30 minutes of recess per day, separate from any physical education class.
- Recess is scheduled as unstructured, supervised play time during the academic day.
- Indoor recess will be provided in the event of inclement weather or other safety concerns.

Exceptions:

- Recess may be withheld only under the following limited circumstances:
 - A schoolwide event (e.g., testing, field trip, assembly) interferes with the schedule.
 - Weather conditions or emergencies prevent outdoor or indoor recess.

Supervision & Safety:

- All recess periods are monitored by assigned school staff.
- Staff are responsible for ensuring a safe and inclusive environment for all scholars.

Grades 5–6

Unstructured Break Time:

- Although daily recess is not required by law for scholars in grades 5–6, Ethos Middle will provide at least one unstructured break during the school day to support wellness, movement, and social development.
- Unstructured breaks may take place outdoors, in common spaces, or in classrooms and will be scheduled at a consistent time during the instructional day.

Break Time Structure:

- Breaks are distinct from lunch and are not to be replaced by transitions or academic support.
- Scholars are encouraged to socialize, stretch, and decompress in a supervised, non-academic setting.

Withholding Breaks:

- Unstructured break time may not be withheld for academic reasons.
- In limited cases, break time may be shortened or restricted for individual scholars for disciplinary reasons only after a restorative conversation or reflection is held and alternate break time is offered when appropriate.

Supervision & Implementation:

- All unstructured breaks are supervised by school staff.

Reporting Recess Breach

- Families must use the [Formal Complaint Form](#) to report an incident during recess or recess restrictions.

Uniform Policy & Expectations

The school uniform policy is designed to foster a sense of community, minimize distractions, and promote equity among scholars. Wearing the approved uniform daily ensures that scholars are dressed appropriately for a focused learning environment. This policy outlines uniform expectations, infractions for being out of uniform, and interventions and supports available to families. For detailed information on the uniform, please refer to the Uniform Guide.

Uniform Expectations

Scholars are required to follow the [uniform guidelines](#) every school day, including special events unless otherwise specified by the administration.

Approved Daily Uniform

Scholars must wear:

- Uniform Top:
 - Grades K-4: Any authorized Ethos Classical top
 - Grades 5-6: Embroidered Oxford/Polo tops in alignment with the Uniform Guide linked above.
- Uniform Bottoms: Navy, Heather Gray or Blue/Gold Plaid in alignment with the uniform guide linked above.
- Uniform Shoes: Closed-toe solid black shoes that are safe for school activities.
- Uniform Outerwear (Optional)
- Ethos Classical Backpack

Restrictions & Prohibited Modifications

- No outside embroidery, logos, or modifications to uniforms are allowed.
- No non-uniform jackets, or hats (except for religious or medically necessary headwear).
- No ripped, stained, frayed or excessively tight or baggy clothing that does not align with the uniform policy.
- Bags/purses are not allowed unless purchased from the Ethos Classical swag shop.

Uniform Cleanliness & Fit

- Uniforms must be neat, clean, and appropriately sized for the scholar.
- Clothing should be in good condition, free from rips, excessive wrinkles, or stains.

Infractions for Being Out of Uniform

Failure to meet uniform expectations will be addressed through progressive interventions and consequences to ensure compliance while providing support to families who may need assistance.

For scholars in grades K–4, uniform infractions will be logged in DeansList and escalated based on frequency:

1. First Infraction: The scholar will receive a reminder in DeansList about the uniform policy. Points will not be deducted. If a loaner item is available, it will be provided to support immediate compliance.
2. Second Infraction: The scholar will receive a formal uniform infraction in DeansList. The parent or guardian will be notified via the weekly Progress Report. If available, the scholar may be asked to change into a correct uniform item at school.
3. Third Infraction: A mandatory family meeting with school administration will be scheduled. The purpose of this meeting is to discuss barriers to compliance, review the uniform policy, and explore support options to ensure future alignment.
4. Fourth Infraction and Beyond: Repeated non-compliance may result in the scholar being unable to attend school until they arrive in full uniform. Continued failure to comply with uniform expectations may lead to a recommendation for family withdrawal from Ethos Classical.

For scholars in grades 5–6, uniform infractions are managed through a DeansList points system that impacts access to school-wide celebrations and incentives:

- Each infraction results in a point deduction in DeansList.
- Scholars who accumulate multiple deductions may become ineligible to participate in school-wide events, privileges, or incentive-based activities.
- Repeated infractions may also result in required family meetings or additional interventions, as determined by school leadership.

Interventions & Family Support for Uniform Compliance

The school acknowledges that uniform compliance may be challenging due to financial difficulties, laundry limitations, or lack of access to required items. The following supports are available to ensure all scholars can meet uniform expectations:

School Uniform Assistance

- Families in need may request free, gently used uniforms from the Rejoice Shop
- The school may provide short-term financial assistance or uniform vouchers through partnerships with community organizations.

Temporary Uniform Exemptions

- Families experiencing temporary hardships (e.g., lost or damaged uniform, waiting on an order) may request a grace period from administration. During this time, the scholar must wear approved uniform items that are stocked and easy to access
- Scholars with a documented medical or religious exemption may wear an approved alternative uniform item with administrative approval.

When a Uniform Infraction Becomes a Behavioral Infraction

Repeated non-compliance with the uniform policy, especially when a scholar refuses to follow corrective measures, may escalate to a behavioral infraction. This includes:

- Intentional defiance (e.g., refusing to change when a uniform item is provided).
- Encouraging others to break uniform policy or disrupting class over uniform issues.
- Repeated violations with no valid reason despite interventions and family support.

When uniform violations become a pattern of defiance, consequences may align with the school's behavioral discipline framework.

Academic Expectations & Placement Policy

At Ethos Classical, we are committed to high academic standards and ensuring that every scholar receives the support they need to succeed. This policy outlines academic expectations, course placement, promotion and retention criteria, and withdrawal procedures.

Academic Expectations

All scholars are expected to:

- Complete and submit quality work on time.
- Participate in class and engage actively in learning.
- Meet or exceed grade-level academic standards.
- Ask for help when needed and use available supports (e.g., tutoring, teacher assistance).

Scholars not meeting expectations may receive interventions or support plans. Continued struggles may lead to retention decisions.

Academic Integrity

Scholars must complete work honestly. Cheating, plagiarism, or using unauthorized tools (including AI) is not allowed.

Consequences for academic dishonesty may include:

- Referral in DeansList
- Loss of credit
- Restorative conversation with scholar and family
- Classification as a major infraction

Course Placement

Scholars are placed in courses based on:

- Academic performance
- Teacher recommendations
- Assessment data
- Developmental readiness

Advanced Courses: Scholars demonstrating high achievement may be placed in accelerated courses. Eligibility includes academic data, teacher input, and family agreement.

Intervention Placement: Scholars needing additional support may receive targeted instruction. Placement is temporary and reviewed regularly for progress.

Promotion and Retention

Promotion Requirements:

- Passing core subjects (Math and ELA)
- Meeting benchmark and assessment standards
- Consistent attendance

Retention May Occur If:

- A scholar fails two or more core subjects
- Standardized scores are significantly below grade level
- Excessive absences result in learning loss
- The scholar is not developmentally ready for the next grade

Retention Process:

- Academic data is reviewed quarterly
- A parent meeting is held to discuss concerns by Quarter 2
- A support plan is created and monitored
- Final decisions are made by Quarter 4

Retention is used only when necessary to support scholar growth.

Withdrawal Policy

Voluntary Withdrawal: Families must submit a [request for records](#) and return all school materials before records are released. Academic records will be sent to the scholar's new school upon request.

Administrative Withdrawal May Occur Due To:

- Excessive unexcused absences
- Failure to meet health or enrollment requirements
- Ongoing non-compliance with academic or behavioral policies

In such cases, families will be notified and given opportunities to resolve the issue before withdrawal is finalized.

Academic Supports

Ethos Classical offers the following supports to help scholars succeed:

- Tiered academic intervention (e.g., small group, tutoring resources)
- Parent conferences and progress monitoring
- Individualized Learning Plans via online blended learning platforms (ILPs)
- Behavioral and social-emotional support

Grading Guide

At Ethos Classical, we believe that grades should reflect a scholar's mastery of academic standards, consistent effort, and growth over time. Our grading policy is designed to promote academic excellence, support transparency with families, and ensure scholars receive timely feedback that helps them reach their highest potential.

Grades K–4

Scholars in grades K–4 receive letter grades in all core subjects. In Elementary school grading is closely aligned to standards mastery with developmentally appropriate rubrics, checklists, and narrative feedback. Scholars receive grades that reflect a balance of assessments, daily work, and project-based learning.

Grading Scale:

- A = 90–100
- B = 80–89
- C = 70–79
- D = 60 – 69
- F = Below 60

Grading Weights:

- Assessments: 40%
- Classwork/Priority Exit Tickets: 30%
- Projects: 20%
- Homework/Participation: 10%

Teachers use standards-aligned rubrics and maintain consistent grading practices across grade levels. Scholars are supported through tiered interventions and reteaching opportunities when they demonstrate difficulty with content.

Grades 5–6

Scholars in grades 5 and 6 receive letter grades and earn a Grade Point Average (GPA) each semester. These grades reflect increasing academic independence, analytical thinking, and preparation for upper middle school coursework.

Grading Scale with GPA Values:

- A = 90–100 (4.0 GPA)
- B = 80–89 (3.0 GPA)
- C = 70–79 (2.0 GPA)
- D = 60–69 (1.0 GPA)

- F = Below 60 (0 GPA)

Grading Weights for Grades 5–6 : *Reading, Math, Writing, Science, Humanities*:

- Assessments (end of unit tests, benchmarks, essays, science labs, projects): 40%
- Quizzes/Exit Tickets 30%
- Class Participation 20%
- Homework: 10%

Grading Weights for Grades 5–6: *Communications, Scholar Seminar, Spanish, Physical Education, Music, Visual Arts*:

- Assessments (end of unit projects/activities, major assignments): 45%
- Quizzes/Exit Tickets 30%
- Class Participation 25%

GPA is recalculated at the end of each semester and is used to determine academic honors, enrichment and sports team eligibility, and participation in incentive programs.

Graded Work Sent Home (Grades 5–6)

To promote transparency and engage families in scholar progress, all scholars in grades K–6 will bring home graded work in lifework folders every Friday.

- Graded work must include at least two assignments per subject each week, unless otherwise noted due to holidays or testing schedules.
- Assignments will be flagged for:
 - A = 90–100 – Exceeds Proficiency
 - B = 80–89 – Proficient
 - C = 70–79 – Approaching Proficiency
 - D = 60–69 – Emerging Skills
 - F = Below 60 – Beginning Learner
 - Incomplete but submitted on time – 50%
 - Incomplete and not submitted on time – 0%
- Teachers will include corrections or comments when appropriate to support family conversations.
- Families are encouraged to review this work with their scholars, celebrate growth, and reach out to teachers with questions or concerns.

Middle School Retest Policy

At Ethos Classical Middle School, we believe that learning is a process, and we are committed to providing scholars with the opportunity to demonstrate mastery of academic standards. Our retest policy supports scholars in reflecting on their performance, taking responsibility for their learning, and striving toward academic excellence.

Eligibility for Retest:

- Scholars who score below 80% on a summative assessment (e.g., end-of-unit test, project, or performance task) are eligible to retest.
- Retests must be completed within 7 school days of receiving the graded assessment.
 - Completion may be during class or after school based on the teacher's discretion. Notice of retest details must be approved by the School Principal and communicated to the family.
- Scholars may only retest once per assessment.

Requirements for Retest:

- Before a retest is granted, scholars must:
 - Complete a Retest Request Form (provided by the teacher).
 - Attend at least one reteach session during class, lunch or after school.
 - Complete any missing or incomplete assignments related to the original assessment.
 - Reflect on their original performance by completing a brief learning reflection outlining their misconceptions and steps for improvement.

Grading for Retest:

- The higher of the two scores (original or retest) will be recorded in the gradebook, with a maximum possible score of 85% for retests.
- Scholars who miss the retest deadline or do not complete the requirements may not be eligible for a retest.

Exceptions:

- Cheating or plagiarism on an original assessment disqualifies a scholar from a retest opportunity.
- Make-up assessments due to excused absences are not considered retests and may be completed for full credit.

Middle School Assessment Schedule

To ensure a consistent and manageable flow of assessments for scholars and families, the following schedule will be used across grades 5–6:

Day of the Week	Assessment Schedule
Monday	None
Tuesday	Math/Enrichment

Wednesday	Reading/Writing
Thursday	Science/Humanities
Friday	None-Graded Work Sent Home

Lifework Policy (Grades K-6)

At Ethos Classical, homework—referred to as *Lifework*—is designed to reinforce learning, foster independent study habits, and engage families in their scholar's academic progress. Lifework is developmentally appropriate, meaningful, and aligned to classroom instruction.

Lifework is intended to:

- Reinforce skills and concepts taught in class.
- Build scholar independence, responsibility, and time management.
- Provide families with a window into classroom learning.
- Establish consistent academic routines and habits at home.

Grade-Level Expectations

Grades K–2 (Primary School):

Lifework focuses on building reading fluency, number sense, and early writing skills.

Assignments are brief and designed to be completed with minimal support.

- Kindergarten & First Grade:
10–15 minutes daily, including reading with a caregiver and early writing or math fluency practice.
- Second Grade:
20–25 minutes daily, including independent reading, math fluency, and short writing tasks.

Grades 3–4 (Lower Elementary):

Lifework is designed to extend classroom learning and increase academic stamina.

- Scholars should complete 30–40 minutes daily, including independent reading, math problem-solving, and written responses.

Structure and Submission

Elementary School (Grades K–4):

- Lifework pages are assigned each Friday and due the following Friday, unless otherwise stated.
- Scholars are expected to complete work independently, with families serving as facilitators, not instructors.
- Lifework completion is tracked for effort and consistency and may be recognized with DeansList or other class incentives.
- Missing or late lifework due to absence must be submitted the day the scholar returns; otherwise, it will be marked incomplete.
- Families will be notified of repeated missing work through DeansList.

Grades 5–6 (Middle School):

Lifework in middle school is assigned exclusively in Reading, Writing, Math, and Science—core content areas aligned to the Georgia Standards of Excellence and assessed by the Georgia Milestones Assessment. Lifework tasks are drawn directly from our curriculum to ensure scholars are consistently practicing the knowledge and skills required for academic success.

- Scholars should expect 50–60 minutes of daily lifework.
- Lifework is assigned Monday through Thursday in Reading, Writing, Math, and Science. Unless otherwise noted, it is due the following school day.
- No new Lifework is assigned on Fridays, weekends; however, scholars are encouraged to use this time to read independently or work on long-term projects.
- Scholars are expected to arrive each day with Lifework completed and ready to apply their learning during instruction. Completion is a critical part of classroom readiness and participation.
- Non-Discrimination Clause: We are committed to supporting the success of all scholars. Lifework expectations will be adjusted appropriately in alignment with each scholar's legally mandated support plan, including Individualized Education Programs (IEPs) and Section 504 Plans.

Incomplete or Missed Lifework

- Incomplete Lifework will result in the scholar being assigned to Lifework Recovery, held during dismissal.
- Incomplete assignments must be submitted within 24 hours to the relevant content teacher.
- If an incomplete assignment is not submitted within 24 hours, the highest possible grade the scholar can receive is 0%.
- If a scholar misses Lifework due to absence, then they have 24 hours upon return to submit without penalty.
- Repeated incomplete or missed Lifework will trigger family communication via DeansList.

Grading and Feedback

- All Lifework is graded for both completion and accuracy.
- Scholars receive graded Lifework each Friday, along with written feedback.

Academic Projects

- Long-term academic projects requiring additional preparation will be assigned with:
 - At least two weeks' notice
 - A clearly defined rubric with grading criteria and expectations
 - Projects will count as an assessment grade in the relevant content area.

Lifework Organization and Storage

- Each scholar must bring their Trapper Keeper(i.e. binder) to school every day. It is used to store and transport: daily lifework assignments, study guides, returned graded work, school-wide updates and notices.
- Lifework is organized within scholar Trapper Keeper's using color-coded dividers provided during scholar orientation.
 - Math – red divider
 - Reading – blue divider
 - Writing – Yellow divider
 - Science – Green divider
 - Humanities – Orange divider

Content	Expectations	Grading Percentage of Overall Grade
Math	Assigned: M-R. Provided by the lead teacher. Format: Problem sets, skill practice, or review tasks. Source: Leap-aligned math modules and Milestones-style questions. Project Example: Real-world math application (e.g., budget or measurement-based project).	Lifework – 10%
Reading	Assigned: M-R. Provided by the lead teacher. Format: Comprehension passages with multiple choice or short-answer questions; vocabulary practice Source: Reading Reconsidered texts and Milestones-aligned practice Project Example: Book report with character analysis or theme tracking	Lifework – 10%
Writing	Assigned: M-R. Provided by the lead teacher. Format: Paragraph responses, grammar practice, or revision tasks. Source: Write Score units aligned to argumentative, informative, or narrative writing standards Project Example: Personal narrative or argument essay draft and revision cycle.	Lifework – 10%
Science	Assigned: M-R. Provided by the lead teacher.	Lifework – 10%

	Format: Vocabulary, short answer questions, and data analysis Source: STEMScopes curriculum and unit-based investigations Project Example: Lab reflection or research project with visual component	
Communicati ons Humanities Writing Spanish Enrichment	Assigned: At the end of a unit. If work is required outside of the class period; then notification and approval must occur. Format: Summative review Project Example: Create a skit using Spanish in the grocery store.	End of Unit Assignment/P roject - 45% (with 2 week notification to families)

Healthy Lifework Habits at Home

- Set a regular time and place for Lifework each day.
- Lifework can take up to 50–60 minutes daily.
- Minimize distractions and encourage scholars to work independently.
- Celebrate progress with positive reinforcement.
- Contact content teachers directly with questions or concerns.

Extension Resources for Fluency & Practice

- Khan Academy Kids (<https://learn.khanacademy.org/khan-academy-kids/>)
- Starfall (<https://www.starfall.com/>)
- Education.com (<https://www.education.com/>)
- PBS Kids (<https://pbskids.org/>)

Special Education Identification Process

Ethos Classical complies fully with the **Individuals with Disabilities Education Act (IDEA)** and Section 504 of the Rehabilitation Act to ensure that all scholars with disabilities are provided with a free appropriate public education (FAPE) in the least restrictive environment (LRE). The school is committed to identifying and supporting scholars who may require special education services through a timely, compliant, and data-driven process.

I. Family-Initiated Request for Special Education Evaluation

A parent or guardian may request a special education evaluation at any time by submitting this [form](#). Upon receipt of a written request, the school will:

1. Acknowledge the request within 10 calendar days and either initiate the evaluation process or issue a Prior Written Notice (PWN) explaining the rationale for not proceeding. This email must include the Manager of Specialized Services, Director of Culture & Scholar Intervention and School Principal.
2. Convene a Review of Existing Evaluation Data (REED) meeting within 10 school days to review academic, behavioral, and health information and determine whether a full evaluation is warranted.
3. If an evaluation is recommended, the school will obtain informed written consent from the parent or guardian.
4. Once consent is received, the school will complete the full evaluation within 60 calendar days.

II. School-Initiated Referral for Special Education Evaluation

Ethos Classical maintains a robust Multi-Tiered System of Supports (MTSS) framework. If a scholar demonstrates persistent academic or behavioral concerns despite targeted Tier 2 and Tier 3 interventions over a 6–8 week period, the Student Support Team (SST) may refer the scholar for a special education evaluation. The process includes:

1. Convening an SST meeting to review intervention data and determine the need for further evaluation.
2. Inviting the parent/guardian to review findings and secure informed written consent for evaluation.
3. Completing the evaluation within 60 calendar days of consent.

III. Evaluation Components

All evaluations are individualized and based on the scholar's suspected area(s) of disability. Components may include, but are not limited to:

- Cognitive assessments

- Academic achievement tests
- Speech-language screenings
- Behavioral/social-emotional scales
- Health and developmental history
- Classroom observations

IV. Determination of Eligibility

Upon completion of the evaluation, a multidisciplinary team—comprising school staff, specialists, and the parent/guardian—will meet to determine whether the scholar meets IDEA criteria for one or more of the 13 disability categories and whether the disability adversely impacts educational performance to the extent that specialized instruction and/or related services are required.

If the scholar is found eligible:

- An Individualized Education Plan (IEP) will be developed within 30 calendar days of the eligibility meeting.
- Services will begin promptly upon parent consent and implementation of the IEP.

If the scholar is not found eligible:

- The parent/guardian will receive a Prior Written Notice documenting the decision and recommendations for continued general education supports.

V. Special Note Regarding Kindergarten Scholars

Kindergarten scholars may present developmental variations that are not necessarily indicative of a disability. Ethos Classical ensures that all kindergarten scholars receive appropriate Tier 1 instruction and support. Referrals for special education evaluation in kindergarten are made only when data from direct instruction, progress monitoring, and developmental screenings suggest a persistent and significant delay not attributable to age or exposure.

VI. Timelines and Compliance Requirements

Action	Required Timeline
Response to parent request	Within 10 calendar days
SST meeting	Within 10 school days of request/referral
Evaluation completion	Within 60 calendar days of signed consent
Eligibility meeting	By day 60
IEP development (if eligible)	Within 30 calendar days of eligibility
IEP implementation	As soon as possible following IEP development

VII. Family Communication

At each stage of the process, families will receive written notification and be invited to participate in meetings regarding their scholar's needs, progress, evaluation results, and next steps. The school is committed to maintaining clear and consistent communication with families and to ensuring that the identification and evaluation process is both rigorous and supportive.

Family Grievance Policy

At Ethos Classical, we strive to maintain transparent, respectful communication between families and staff. When a concern arises, we encourage a proactive and solution-focused approach.

Step-by-Step Process for Family Grievances:

Step 1: Speak with the Teacher or Staff Member Involved

Families should begin by addressing classroom or scholar-related concerns (e.g., academic performance, classroom behavior, teacher communication) directly with the staff member involved via email, scheduled meeting, or other direct communication.

Step 2: Contact the Grade-Level Manager

If the concern remains unresolved or is outside the scope of the staff member's authority, families may contact the assigned grade-level manager to further address the issue. The school-based leader may conduct a follow-up investigation and mediate a resolution.

Step 3: Escalate to the Principal or Director

If additional resolution is required, families may request a meeting or submit a written concern to the Principal or Director by emailing info@ethosclassical.org. Leadership will review the concern, relevant documentation, and any previous attempts at resolution before making a final site-based decision.

Step 4: Contact the Executive Leadership Team (C-Suite)

If the concern has not been resolved at the school level, or if it pertains to broader school policy, operational decisions, or alleged violations of scholar or family rights, families may contact a member of the executive team (e.g., Chief Academic Officer, Chief Operating Officer, or Chief Executive Officer) by email info@ethosclassical.org or submitting a [formal grievance](#). Concerns must be submitted in writing and include a summary of the issue and all previous steps taken.

Step 5: Submit to the Board of Directors (Governance-Level Concerns Only)

Families may contact the Board of Directors for concerns related to governance, ethical violations, or legal compliance that remain unresolved after all previous steps. Requests must be submitted in writing and may include a request to be added to the public comment section of a scheduled board meeting by emailing info@ethosclassical.org. The Board does not engage in individual scholar or personnel decisions unless required by law.

Non-Retaliation Ethos Classical prohibits retaliation against any scholar, parent, or guardian who raises a concern in good faith. The school is committed to maintaining a respectful and responsive environment for all families.

Scholar Advocacy & Reporting At Ethos Classical, scholars have the right to learn in an environment that is safe, supportive, and respectful. We want all scholars to feel empowered to speak up about their experiences.

Scholars are encouraged to report:

- Bullying, harassment, or peer conflicts
- Unsafe behaviors or situations
- Discomfort with classroom practices or peer dynamics
- Mistreatment by staff or peers

Ways to Report a Concern:

- Tell a trusted adult on staff
- Submit a written concern to the School Counselor or School Leader

All reports will be:

- Taken seriously
- Handled confidentially when possible
- Followed up with care and respect

Scholars may also request peer mediation, restorative support, or a private conversation with a counselor.