School Code of Conduct

2026-27 School Year

Purpose of the Code of Conduct

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The purpose of the Ethos Classical Code of Conduct is to ensure a safe, joyful, and respectful learning environment for all scholars, staff, and families. This Code of Conduct outlines clear expectations for scholar behavior, identifies developmentally appropriate responses to misconduct, and establishes consistent procedures for addressing concerns and resolving conflict.

All scholars are expected to follow this Code of Conduct while at school, on school grounds, during school-sponsored activities, and in any setting where they represent Ethos Classical. Scholars are accountable for their choices and are supported in learning how to make responsible, respectful, and safe decisions.

By upholding these expectations, scholars help create a community that is orderly, caring, and focused on academic growth and personal development.

Expectations for Scholar Behavior

Respect for Self and Others
Scholars treat themselves and others with kindness, dignity, and respect. This includes using appropriate language, honoring personal space, and caring for personal and school property.

Classroom Engagement
Scholars follow directions, remain on task, participate actively, and contribute positively to the learning environment.

Safety and Responsibility
Scholars follow all school safety procedures and make choices that protect their own well-being and the well-being of others.

Academic Integrity
Scholars complete their own work, demonstrate honesty, and adhere to all expectations related to assessments and assignments.

Attendance, Punctuality, and Uniform
Scholars attend school daily, arrive on time, and wear the designated school uniform. Families communicate absences and ensure timely arrival.

Scholar Rights and Responsibilities

Scholar Rights

Ethos Classical scholars have the right to:

1. Learn in a safe, orderly, and disruption-free environment.
2. Be treated with dignity, fairness, and respect.
3. Have their personal property and school property respected.
4. Participate safely in school-sponsored activities and outings.
5. Have their individual beliefs, cultures, and identities respected.
6. Receive clear expectations for behavior and academic performance.
7. Participate fully in school life when requirements are met.
8. Receive a fair and impartial review when academic or disciplinary action is taken.

Scholar Responsibilities

Ethos Classical scholars are responsible for:

1. Following all school rules, policies, and procedures.
2. Protecting instructional time by behaving in a way that supports teaching and learning.
3. Maintaining a safe environment for themselves and others.
4. Treating all members of the community with courtesy and respect.
5. Respecting personal, school, and public property.
6. Communicating respectfully with peers, staff, and families.
7. Using school procedures appropriately to resolve concerns or conflicts.
8. Understanding their role in the school community and contributing positively.

Scope of the Code of Conduct

This Code of Conduct applies to scholars:

- On school property;
- While traveling in any vehicle for a school-related purpose;
- At any school-sponsored activity, function, or event;
- On school-issued devices, platforms, or networks;
- At any time or place when conduct has a direct and immediate impact on school safety, order, discipline, or the educational environment.

The school may also take disciplinary action for serious misconduct that occurs off campus when the behavior:

- Creates a threat to the safety of scholars or staff;
- Substantially disrupts school operations; or
- Would constitute grounds for suspension or expulsion under Georgia law.

This includes, but is not limited to: felonies, acts that would be felonies if committed by an adult, assault, sexual misconduct, or violations involving controlled substances (O.C.G.A. § 20-2-751.5).

School administrators are authorized to respond to such misconduct at any time during the school year when it directly affects the safety, discipline, or functioning of the school.

Family/Guardian Behavior Policy

At Ethos Classical, scholars thrive when families and schools partner in a spirit of mutual respect and shared purpose. To ensure a safe, orderly, and learning-focused environment, all families and guardians must conduct themselves appropriately when on campus or interacting with staff.

Expected Conduct

Families and guardians are expected to:

- Communicate respectfully with staff, scholars, and other families.
- Use appropriate language, tone, and body language.
- Follow all school safety procedures, including check-in, visitor, and traffic protocols.
- Address concerns through appropriate channels (teacher → school leader → administration).
- Support school rules and policies, even when in disagreement.

Prohibited Conduct

The following behaviors are not permitted:

- Yelling, profanity, threats, or aggressive language.
- Physical intimidation, threatening gestures, or harassment.
- Disruption of instruction, meetings, or school operations.
- Refusal to comply with staff directions or safety protocols.
- Recording staff or scholars without authorization.
- Posting defamatory, false, or inflammatory statements about staff or the school.
- Any conduct that compromises the safety or well-being of scholars or staff.

School Response to Misconduct

When unacceptable conduct occurs, the school will respond based on the severity of the incident and the pattern of behavior over time.

Possible outcomes may include:

- Verbal reminder of expectations.

- Written documentation and formal warning.
- Required meeting with school leadership.
- Communication restrictions (e.g., designated point of contact, written communication only).
- Restricted campus access (e.g., no classroom visits, meetings by appointment only, virtual meetings required).
- Temporary or indefinite revocation of on-campus access.
- Implementation of a structured communication plan.
- Referral to law enforcement when warranted.

Repeated incidents, escalation in severity, refusal to follow directives, or behavior that creates a safety risk will result in more restrictive measures.

Law Enforcement

Ethos Classical reserves the right to contact law enforcement if a family member or guardian:

- Makes verbal or physical threats.
- Engages in violent or illegal behavior.
- Refuses to leave campus when directed by school leadership.
- Creates a credible threat to the safety or functioning of the school.

Individuals may be subject to criminal trespass warnings or other legal remedies in accordance with Georgia law.

Appeals

Families may appeal a decision involving restricted or revoked campus access in writing to info@ethosclassical.orgwithin five (5) school days of receiving notice.

Scholar Attendance Policy

Regular, on-time attendance is essential to scholar success. Scholars are expected to attend school every day, arrive on time, and remain in school for the full instructional day.

Why Attendance Matters

- **Academic Success:** Absences result in missed instruction and slow academic progress.
- **Healthy Habits:** Daily attendance builds responsibility and consistency.
- **Social Development:** Scholars learn to collaborate, problem-solve, and build relationships by being present.

Legal Requirements (Georgia)

Ethos Classical follows Georgia State Board of Education Rule 160-5-1-.02:

- **Grades K–3:** Minimum **4.5 hours** per school day
- **Grades 4–5:** Minimum **5 hours** per school day
- **Grades 6-8:** Minimum **5.5 hours** per school day

Absences

Excused Absences

Families must submit documentation within 3 school days of the scholar's return to school by emailing attendance@ethosclassical.org or using the school attendance form.

Excused reasons include:

- Illness or medical appointment (doctor's note required for 3 or more consecutive days)
- Death or serious illness of an immediate family member (up to 3 days)
- Court or government-mandated appointment
- Religious holiday (request at least 24 hours in advance)
- Hazardous weather or unsafe travel conditions
- Military leave or reunification (up to 5 days per year)
- Counseling or special services (documentation required)

- School-sanctioned Day of Reflection (assignments must be completed)

Not excused: Optional religious trips or activities unless your declared faith prohibits school or work that day.

Unexcused Absences

Any absence not meeting the criteria above or missing documentation within 3 days is unexcused.

Truancy & Withdrawal

- A scholar is considered truant after five (5) unexcused absences (consecutive or cumulative).
- Truancy will result in a required Attendance Meeting and implementation of an attendance support plan.
- Scholars who reach ten (10) or more unexcused absences may be subject to withdrawal in accordance with state and district procedures.

If a scholar is withdrawn, families must provide proof of re-enrollment in another school or a homeschool declaration within forty-five (45) days.

Failure to comply may result in a referral to appropriate authorities for suspected educational neglect, in accordance with Georgia law.

Tardies & Early Dismissals

- 3 tardies = 1 absence
- 3 early dismissals = 1 absence

Tardy Bells

- Elementary: **8:15 AM** (doors close at 9:30 AM)
- Middle School: **8:30 AM** (doors close at 9:45 AM)

No early dismissals after:

- 2:20 PM (Grades K–7)

Excessive Absences

Scholars whose attendance drops below **80%** are at risk for **retention and/or withdrawal**.

Attendance Intervention Process

The Attendance Intervention Committee reviews attendance weekly.

If concerns arise:

1. Family receives written notice.
2. Attendance support plan or contract is implemented.
3. Continued issues may result in retention or withdrawal.

Late Pick-Up Policy

- **Grades K–4:** Pick-up by **3:55 PM**
- **Grades 5–7:** Pick-up by **4:10 PM**
- **$15 per child, per day** late fee
- After **3 late pickups per quarter**, required meeting with School Counselor
- Ongoing late pickups may be referred to law enforcement or DFCS

Arrival & Dismissal Windows

- **Grades K–4 arrival begins:** 7:45 AM
- **Grades 5–7 arrival begins:** 7:35 AM

Scholars may not arrive before these times.

Ethos Classical is **not responsible** for middle school scholars before **7:35 AM**.

Carline & Parking

- Follow posted traffic patterns
- No cutting in line
- No street parking during arrival/dismissal

Repeated violations may require families to use carline only (walkers/public transit exempt).

Arrival/Dismissal Infractions

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

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.

Scholars arriving after 8:30 AM will be required to wait until the next passing period to enter their class.

Tardy Drop-Off Procedures

- Scholars arriving after 8:30 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.

Behavior Expectations

Ethos Classical scholars are expected to demonstrate Tenacity, Respect, Urgency, and Eagerness (TRUE BLUE) in all settings.

When expectations are not met, staff respond using developmentally appropriate interventions and consequences aligned to each grade band. Consequences are instructional in nature and are intended to help scholars reflect, repair harm, and build stronger habits. Scholars are always informed of expectations and possible outcomes.

Elementary School (Grades K–4)

Scholars use a color-based clip system to monitor behavior.

- Clips move down when behavior is off-track.
- Clips may move back up when scholars reset and make improved choices.
- Behavior is documented in DeansList daily.

Responses emphasize immediate feedback, practice, and skill-building.

Middle School (Grades 5–7)

Scholars are expected to demonstrate growing independence.

- Behavior is tracked in DeansList with point gains and deductions.
- Scholars may receive lunch detention, resets, or assigned interventions.
- Repeated or moderate patterns may result in behavior contracts or restorative interventions (including after-school Martial Arts support).

Responses emphasize responsibility, restitution, and growth.

Reset: A Structured Opportunity to Rejoin

A reset is a short, structured time away from the learning environment to regain self-control and reflect.

Resets may include:

- Temporary loss of privilege

- Sitting separately within the classroom
- Brief removal from learning environment to reset with a supportive staff member.

Resets protect instructional time and allow scholars to return ready to learn.

Minor Infractions

Minor infractions are low-level behaviors that are disruptive, inappropriate, or noncompliant but do not pose a serious safety risk. These behaviors are often momentary, developmentally typical, and correctable with simple intervention. If minor infractions become frequent or are not corrected, they may escalate.

All minor infractions are tracked with a clip down (K-4) or logged in DeansList (5-7) and addressed by the staff member who observes the behavior.

What Minor Infractions Look Like

Examples include, but are not limited to:

Classroom Disruptions

- Talking out of turn
- Off-task behavior (doodling, playing with objects)
- Getting out of seat without permission
- Excessive noise, tapping, humming, or joking
- Minor defiance (ignoring a direction, eye-rolling, sighing)

Social Misconduct

- Teasing, name-calling, or mocking
- Mild gossip or rumors
- Excluding others
- Talking back in a non-aggressive manner

Misuse of Property

- Drawing on desks or materials
- Bending books, breaking pencils, or mild damage
- Using school devices without permission

Irresponsibility

- Not following directions the first time
- Not bringing required supplies
- Wearing non-uniform items repeatedly
- Using personal devices without permission
- Leaving class or staying in the restroom without approval

Lunch, Restroom, & Transitions

- Not cleaning up after eating
- Playing in the restroom
- Throwing food (not intended to harm)
- Cutting in line
- Running or wandering in hallways
- Talking loudly during transitions

Playground Behavior

- Arguing over games
- Rough or unsafe play
- Light pushing or grabbing

• Entering restricted areas	• Ignoring adult directions

When a Minor Infraction Escalates

A minor infraction may become moderate or major if it:

- Happens repeatedly
- Causes significant disruption
- Involves intentional disrespect or defiance
- Creates safety concerns
- Results in property damage

Responses to Minor Infractions

(Each occurrence is logged in DeansList)

1. Verbal Redirection

- Calm reminder of expectations
- Nonverbal cue or proximity
- Private check-in if needed

2. Restorative Conversation

- Brief one-on-one discussion
- Scholar identifies behavior and impact
- Sets expectation for next steps

3. Logical Consequence

- Consequence connected to behavior
- Temporary loss of privilege
- Reflection sheet, reset, or brief break
- Parent notified of pattern

4. Parent Communication & Short-Term Plan

- Phone call or email to share concern
- Short-term goal-setting plan created

- Follow-up within two weeks

5. Leadership Intervention

- Meeting with teacher, family, scholar, and leadership
- Behavior contract or check-in/check-out system
- Possible modified schedule or additional supports

Additional Supports

- Reset in or outside of classroom
- Positive reinforcement
- Journal or written reflection
- Meditation or calm-down strategies
- Buddy classroom
- Accountability partner
- Pre-selected scholar choices

Loss of Privileges

Scholars may temporarily lose privileges such as:

- Birthday celebrations
- Field trips
- School events
- Enrichment classes
- Social time during meals

School Support Assignments

Ethos Classical may assign school-based duties when behavior results in misuse or damage of property. These duties reinforce responsibility and restoration.

Moderate Infractions

Moderate infractions are behaviors that go beyond minor disruptions and show a higher level of defiance, disrespect, or disruption. These behaviors interfere with learning, relationships, or school operations and require structured intervention to prevent escalation.

All moderate infractions are logged in DeansList, include family notification, and are addressed by the staff member who observes the behavior.

What Moderate Infractions Look Like

Examples include, but are not limited to:

Disruptive or Defiant Behavior

- Repeated refusal to follow directions
- Talking back to staff in a disrespectful manner
- Leaving assigned areas without permission
- Throwing objects to disrupt
- Inappropriate jokes or comments about sex, body parts, or mature topics
- Referencing violence in a non-threatening but inappropriate way
- Showing or discussing inappropriate images, videos, or lyrics

Social Conflict & Peer Disrespect

- Repeated teasing or verbal aggression
- Spreading harmful rumors
- Mocking a scholar's identity, background, or abilities
- Deliberate exclusion of peers
- Repeated unwanted touching or invasion of personal space

Misuse of Property or Technology

- Defacing school or peer property
- Unauthorized or inappropriate device use
- Using another scholar's login
- Recording others without consent
- Creating or sharing inappropriate digital content
- Taking or hiding items that do not belong to them

Repeated Minor Infractions

- Ongoing classroom disruptions
- Frequent refusal to correct behavior
- Continued off-task behavior despite interventions

Unsafe or Reckless Behavior

- Running, pushing, or rough play that risks injury
- Ignoring safety directions
- Tampering with safety equipment (non-threatening)
- Being in unauthorized areas
- Skipping class or eloping

• Unwanted flirtation or inappropriate comments	• Persistent misuse of passes

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When a Moderate Infraction Escalates

A moderate infraction becomes major if it:

- Continues after multiple interventions
- Involves physical aggression or threats
- Constitutes bullying or harassment
- Results in significant property damage or theft
- Creates a serious safety risk

Responses to Moderate Infractions

(Each occurrence logged in DeansList with family notification)

1. Restorative Conversation & Redirection

- Private conversation about behavior and impact
- Clear expectation for change

Owner: Teacher

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2. Logical Consequence & Parent Contact

- Consequence connected to behavior
- Parent/guardian contacted by phone or email

Owner: Teacher

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3. Leadership Intervention & Formal Support Plan

- Referral to Director of Culture
- Restorative meeting with scholar and family
- Behavior contract or check-in/check-out

- Possible modified schedule and risk-of-withdrawal notice

Owner: Director of Culture

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4. Escalation to Major Infraction Response

- Continued moderate behaviors are documented as major infractions and handled through major response protocols.

Additional Supports

- Confiscation of distracting items (temporary)
- Written or recorded reflection
- Apology (written or verbal)
- Seating change or accountability partner
- Cool-down or peace space
- Mediation
- Counselor referral

Major Infractions

Major infractions are serious behaviors that significantly disrupt learning, cause harm, involve intentional defiance, or create safety risks for scholars or staff. These behaviors require immediate administrative involvement and formal disciplinary action.

All major infractions are logged in DeansList and referred directly to school administration.

What Major Infractions Look Like

Examples include, but are not limited to:

Severe Defiance & Disruption

- Open refusal to comply with staff directives
- Leaving class or campus without permission
- Profanity or verbal abuse toward scholars or staff
- Repeated or escalated defiance after prior interventions
- Impersonating scholars or staff (online or in person)
- Using another person's login or credentials
- Creating fake or anonymous accounts to deceive or harm
- Recording or livestreaming incidents without permission
- Unlocking or propping emergency exits
- Accessing staff-only areas or tampering with keys, badges, or secured systems

Aggressive or Violent Behavior

- Fighting or physical assault
- Serious threats of harm

Harassment, Bullying, & Intimidation

- Targeted bullying or harassment
- Threats (verbal, physical, or electronic)
- Hate speech, slurs, or discriminatory language
- Retaliation for reporting concerns

Safety Violations

- Possession of weapons, contraband, or dangerous objects
- Possession or use of drugs, alcohol, or tobacco
- Reckless behavior that endangers others
- Interfering with emergency drills or procedures
- Using digital platforms to plan unsafe or harmful behavior

Property Destruction & Theft

- Vandalism or significant property damage
- Theft of money, electronics, or valuables

• Throwing objects with intent to injure • Encouraging or inciting violence	• Tampering with alarms, cameras, or security systems **Inappropriate Sexual Conduct** • Inappropriate touching or boundary violations • Sexual language, gestures, or explicit comments • Sharing or attempting to show explicit content • Repeated sexualized behavior after redirection

Note: Incidents involving sexual behavior are handled with sensitivity, family notification, and developmentally appropriate instruction. Repeated or intentional behaviors may result in serious disciplinary action.

When Major Infractions Escalate Further

Major infractions may result in extended suspension, alternative placement, withdrawal, or law enforcement involvement when:

- The behavior is illegal or dangerous
- There is serious harm or credible threat
- The behavior continues despite interventions

Responses to Major Infractions

(All incidents logged in DeansList)

1. Immediate Removal & Administrative Referral

- Scholar removed from setting
- Incident documented and investigated

2. Parent/Guardian Notification & Meeting

- Mandatory conference with administration
- Incident reviewed and next steps determined

3. Consequences & Restorative Actions

- Formal consequence assigned
- Restorative actions (apology, mediation, restitution)
- Behavior contract and re-entry plan
- Possible counseling or mentoring support

Consequence Progression (May Adjust Based on Severity)

First Major Infraction	Day of Reflection **or** Lunch Detention / After-School Martial Arts Intervention (Grades 5–7)
Second Major Infraction	2-day suspension
Third Major Infraction	3-day suspension + modified schedule
Fourth Major Infraction	5-day suspension + Notice of Risk of Withdrawal

Severe incidents may result in immediate suspension or alternative placement regardless of step.

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 if the family schedules a meeting.
- 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 5-7: 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

Ethos Classical uses restorative practices to help scholars reflect, repair harm, and rejoin learning in a positive way. Restorative conversations focus on understanding what happened, who was impacted, and how to make better choices moving forward.

Types of Restorative Conversations

- One-on-One Reflection: Scholar meets with a staff member to discuss the behavior and next steps.
- Guided Apology: Scholar gives a verbal or written apology.
- Mediation: Staff supports a conversation between scholars to resolve conflict.
- Community Circle: Small group or class discussion to reset expectations.
- Written Reflection: Scholar completes a short reflection form or journal entry.

Where Conversations May Happen

- Classroom (Regulation/Accountability Station or buddy room)
- Counseling Office
- Administrative Office

When Conversations Typically Happen

To protect instructional time, restorative conversations usually occur during:

- Morning Meeting
- Lunch
- Advisory (Middle School)
- Recess (Elementary, brief)
- Enrichment

If a situation involves immediate safety or emotional escalation, staff will address it right away and return the scholar to learning as soon as possible.

Conflict Resolution and Peer Mediation

Conflict is treated as an opportunity to learn.

When conflict occurs:

- Staff may facilitate mediation or restorative conversations.
- Scholars may participate in support circles.
- Counseling referrals may be made if needed.

The goal is always restoration, accountability, and a safe school culture.

Detention

Lunch detention is a structured, supervised consequence for Grades 5–7 designed to support scholars in reflecting on their choices, rebuilding positive behaviors, and strengthening social and self-management skills.

Scholars assigned lunch detention will spend their lunch period in a designated space with an Ethos staff member instead of their regular lunch setting.

Lunch detention is assigned through DeansList with family notification and must be served within the week it is assigned.

Purpose

Lunch detention provides scholars with time and support to:

- Reflect on behavior and its impact
- Learn and practice appropriate school behaviors
- Reset expectations and return to learning ready to improve

What Lunch Detention Includes

- Quiet, structured environment
- Short educational video or reading
- Guided reflection or written response
- Brief discussion focused on problem-solving and accountability

An Ethos staff member facilitates the session and tracks participation and completion.

Behaviors That May Result in Lunch Detention

Examples include, but are not limited to:

- Disruptive or disrespectful behavior
- Inappropriate language
- Bullying or teasing
- Damage or misuse of property
- Repeated classroom disruptions

- Failure to follow school rules (uniform, devices, arrival procedures)
- Repeated unpreparedness for class or incomplete work

Family Communication

- Families are notified when lunch detention is assigned.
- Scholars are expected to attend lunch detention as scheduled.
- Failure to serve lunch detention may result in escalation of consequences.

Restitution Policy (Theft, Property Damage, and Breach of Trust)

Ethos Classical is committed to maintaining a safe and respectful learning environment. When a scholar engages in misconduct that involves theft, property damage, or other actions that break trust, the school implements a restitution process focused on accountability, repair, and growth.

Restitution is restorative in nature and is intended to help scholars understand the impact of their actions and take responsibility for repairing harm.

Reporting

- Any staff member who becomes aware of an incident must report it in DeansList.
- Reports should include the date, time, location, and known details or witnesses.

Investigation

- A member of the Leadership Team or the Director of Culture will promptly investigate the report.
- The investigation may include interviews, review of evidence, and consultation with staff.
- All investigations are handled confidentially.

Restitution Process

If misconduct is confirmed:

- The scholar and family are notified within 24 hours.
- The school determines appropriate restitution based on the scholar's age, severity of the incident, and prior history.

Restitution may include one or more of the following:

- Verbal and/or written apology
- Repairing, replacing, or paying for damaged or stolen property
- Lunch detention or assigned restorative intervention
- Required reflection or educational activity
- Temporary loss of privileges (field trips, events, enrichment)

- School-based community service
- Restorative circle or mediation
- Parent/guardian meeting

Documentation

- All incidents, findings, and restitution actions are documented in DeansList by the Director of Culture.
- Records include follow-up actions and monitoring plans.

Responsibility for School Property

Parents/guardians are financially responsible for the repair or replacement of lost, stolen, or damaged school property.

Restorative Justice Framework

Ethos Classical uses a Restorative Justice approach to support scholars in reflecting on their actions, repairing harm, and returning to learning with clear expectations. Restorative practices are developmentally appropriate, relationship-centered, and applied across all grade levels.

Restorative strategies are used for prevention, intervention, and reintegration, and may include restorative conversations, mediation, reflection, and reintegration circles.

Developmental Focus by Grade Band

Grades K–2
Focus on emotional regulation, naming feelings, and practicing appropriate behavior.

Grades 3–4
Focus on peer accountability, problem-solving, and making amends.

Grades 5–7
Focus on personal responsibility, conflict resolution, and leadership in repairing harm. Based on the severity or pattern of behavior, scholars in Grades 5–7 may be assigned to participate in an **After-School Martial Arts Intervention Program**.

This structured program:

- Runs for **8 sessions**
- Focuses on mindfulness, self-control, respect, and positive self-image
- Reinforces discipline, focus, and emotional regulation
- Serves as a restorative intervention, not a punishment

Assignment to the Martial Arts program is determined by administration based on the incident or intervention plan and is designed to support long-term behavior growth.

Core Restorative Practices

- Community-building and explicit teaching of expectations
- Restorative conversations and mediation
- Reintegration check-ins and repair actions

Automatic Senior Leadership Review Policy (Grades 6-8)

Beginning in Grade 6, certain behaviors constitute serious violations of the Ethos Classical Code of Conduct and will result in immediate removal from the school environment and placement on suspension pending administrative review.

The following behaviors trigger Automatic Senior Leadership Review:

- Physical violence or fighting
- Credible threats of violence (verbal, written, digital, or social media)
- Possession, use, or distribution of drugs, alcohol, or vaping devices
- Possession of a weapon or dangerous object
- Sexual misconduct involving force, coercion, or harassment
- Repeated or severe bullying or harassment
- Leaving campus without authorization
- Conduct that substantially disrupts school safety or operations
- Conduct that may implicate mandatory reporting or state expulsion law

This list is not exhaustive. School leadership may determine that other conduct warrants automatic review based on severity or safety impact.

Immediate Administrative Action

When a triggering behavior is identified, the scholar will:

- Be removed from the instructional setting
- Be placed on suspension pending review
- Be restricted from campus and school-sponsored activities during the review period

Suspension pending review is an interim administrative measure and does not constitute a final disciplinary determination.

Senior Leadership Review

The Senior Leadership Team will conduct a review of the incident provided by the campus principal. The team includes:

- Chief Executive Officer
- Chief Academic Officer
- Chief Operating Officer

If the scholar has an IEP, 504 Plan, or Behavior Intervention Plan, the Director of Specialized Services will participate.

The review may consider incident documentation, available evidence, prior conduct, and applicable law.

Following review, leadership may determine:

- Return with conditions
- Behavior contract
- Extended suspension
- Tribunal referral
- Administrative withdrawal (when lawful and appropriate)
- Other disciplinary action consistent with law and policy

Students with Disabilities

For scholars with an IEP or Section 504 Plan, the school will comply with all applicable federal and state requirements, including manifestation determination procedures when required.

Reservation of Authority

Ethos Classical retains full discretion to determine appropriate action based on the totality of circumstances and applicable law.

This policy does not create a contractual right or guarantee of any specific outcome.

Suspension Appeals Process

Ethos Classical is committed to fair, consistent, and transparent disciplinary practices and to providing scholars and families with due process.

Families have the right to appeal out-of-school suspensions of more than one (1) school day, not Days of Reflections.

Step 1: Written Appeal to the School Principal and Director of Culture

- Appeals must be submitted in writing to the School Principal and Director of Culture within three (3) school days of receiving the suspension notice by emailing info@ethosclassical.org.
- The appeal must state the basis for the request and include any relevant information or documentation.
- The School Principal and Director of Culture will review the appeal, which may include a conference with the family and scholar, and will issue a written decision within five (5) school days.

Step 2: Appeal to the Chief Executive Officer (CEO)

- If the family disagrees with the Principal's decision, they may submit a written appeal to the Chief Executive Officer within three (3) school days of receiving the Principal's decision.
- The CEO will review the record and issue a written decision within five (5) school days.

Step 3: Appeal to the Board of Directors

- If the matter remains unresolved, the family may submit a final written appeal to the Board of Directors within five (5) school days of the CEO's decision.
- The Board (or a designated committee) will review the appeal and issue a written decision.
- The decision of the Board is final.

Additional Provisions

- During the appeal process, the original suspension decision remains in effect unless otherwise directed by the school.
- Appeals focus on whether school policies and procedures were followed and whether the disciplinary response was reasonable based on the facts.
- Nothing in this process limits Ethos Classical's authority to take immediate action when a scholar's presence poses a threat to safety or significantly disrupts school operations.

Protections for Scholars with IEPs and Section 504 Plans

Ethos Classical complies with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. Scholars with an Individualized Education Program (IEP) or Section 504 Plan are entitled to additional procedural protections in disciplinary matters.

When a disciplinary action would result in a change of placement (including suspension or removal for more than ten (10) cumulative school days in a school year):

- The school will conduct a Manifestation Determination Review (MDR) within the timelines required by law.
- The IEP or 504 team will determine whether the behavior was caused by, or had a direct and substantial relationship to, the scholar's disability, or whether the behavior was the result of the school's failure to implement the IEP or 504 Plan.

If the behavior is determined to be a manifestation of the scholar's disability:

- The scholar will not be subject to further disciplinary removal for that incident (except in cases involving weapons, drugs, or serious bodily injury as defined by law).
- The IEP or 504 team will review and revise the behavior intervention plan and supports as appropriate.

If the behavior is not a manifestation of the scholar's disability:

- The scholar may be disciplined in the same manner as a general education scholar.
- Educational services will continue to be provided as required by law.

Ethos Classical will continue to provide required special education and related services during periods of disciplinary removal, consistent with state and federal law.

Personal Device Policy (Grades K–7)

To maintain a focused, distraction-free learning environment and ensure scholar safety, personal electronic devices are not permitted for use during the school day.

Personal devices include cell phones, smartwatches, Meta glasses, tablets, and laptops that are not issued by Ethos Classical.

All personal devices must be turned off and checked in upon arrival.

Emergency Communication

Families who need to reach a scholar during the school day must contact the front office. Scholars may not use personal devices to contact families during school hours.

Guidelines

- All scholars in Grades K–7 must turn off and check in personal devices upon arrival.
- Devices are stored in a designated secured location for the duration of the school day, including onsite before- and after-school programs.
- Carrying, using, or displaying a personal device at any time during the school day is prohibited, including during lunch, recess, transitions, and dismissal.
- Ethos Classical is not responsible for lost, stolen, or damaged personal devices.

All violations of this policy are logged in DeansList.

Offense	**Consequence**
First	Device confiscated and returned to the scholar at the end of the day.
Second	Device confiscated and must be picked up by a parent/guardian.
Third	Scholar loses the privilege of bringing a personal device to a school for the remainder of the semester.
Fourth	Classified as a major infraction. Scholar will be assigned a Day of Reflection and may face additional disciplinary action in accordance with the Code of Conduct.

Searches and Confiscation of Scholar Property

To maintain a safe and orderly school environment, Ethos Classical may conduct searches of a scholar's person and personal property when there is reasonable suspicion that the scholar possesses items that violate school policy, school rules, or the law, or that pose a safety risk.

Searches

- Searches may include, but are not limited to, backpacks, purses, lunch bags, lockers, desks, clothing, and personal electronic devices brought onto school property.
- Searches will be conducted by a school administrator and, when practicable, in the presence of another staff member.
- Searches will be reasonable in scope, related to the suspected violation, and not excessively intrusive in light of the scholar's age and the nature of the concern.
- Scholars will be informed of the reason for the search whenever possible.
- All searches will be documented.

Lockers, desks, and other school-issued property remain the property of Ethos Classical and may be inspected at any time.

Confiscation

If a search reveals items that violate school policy or the law, administrators may confiscate the item.

Confiscated items may include, but are not limited to:

- Personal electronic devices used in violation of school policy
- Contraband or prohibited materials/uniforms
- Items that pose a safety risk
- Stolen property

Parents or guardians may be required to retrieve confiscated items. Illegal items may be turned over to law enforcement as required.

Ethos Classical is not responsible for damage to items that are brought to school in violation of policy.

Ethos Classical Anti-Bullying Policy (Grades K–7)

Zero Tolerance

Ethos Classical prohibits bullying in any form. Bullying behavior will result in immediate administrative action.

This policy aligns with **O.C.G.A. § 20-2-751.4**.

What Is Bullying

Bullying is any intentional written, verbal, physical, or electronic behavior that:

- Causes physical harm, emotional distress, or damage to property
- Interferes with a scholar's education
- Creates an intimidating, threatening, hostile, or abusive school environment
- Substantially disrupts school operations

Bullying is typically repeated or part of a pattern, but a single severe incident may also be considered bullying.

Behaviors Considered Bullying

Bullying includes, but is not limited to:

Physical • Hitting, kicking, pushing, spitting • Tripping or blocking movement • Damaging or taking belongings **Social / Relational** • Spreading rumors • Encouraging others to exclude or target a scholar • Public humiliation **Retaliation**	**Verbal** • Name-calling, insults, or slurs • Threats of harm • Mocking a scholar's appearance, identity, background, or abilities **Cyberbullying** • Harassing or threatening messages • Posting or sharing harmful images, videos, or comments • Impersonating others online

• Targeting someone for reporting bullying	

All forms of bullying are prohibited on campus, at school events, on school transportation, and through electronic communication that impacts the school environment. For scholars in grades 6–8, bullying of a scholar by another scholar is strictly prohibited. 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.

What Is NOT Bullying (but still addressed)

- Single incidents of conflict
- Peer disagreements
- Accidental behavior
- Mutual arguments

These behaviors are addressed through restorative practices and discipline but are not classified as bullying unless they become repeated, targeted, or severe.

Developmental Expectations by Grade Band

Grades K–2

- Focus on teaching kindness, sharing, and naming feelings
- Adult-led coaching and immediate intervention

Grades 3–4

- Increased accountability for repeated hurtful behavior
- Scholars expected to repair harm and change behavior

Grades 5–7 (Middle School Expectations)

- Scholars are expected to understand that repeated teasing, online harassment, exclusion, or targeting is bullying
- Claims of “joking” or “playing” do not excuse harm
- Online behavior connected to school is treated the same as in-person behavior

Expectations and consequences become more serious as scholars mature.

How We Investigate Bullying

1. Reports may be made by scholars, families, or staff to any teacher, counselor, or administrator.
2. An administrator reviews the report within 24 hours.
3. The school conducts interviews, reviews evidence, and gathers statements.
4. The investigation is completed within five (5) school days whenever possible.
5. Families of the targeted scholar and the accused scholar are notified of findings.

Consequences

Bullying results in immediate administrative intervention and may include:

- Parent conference
- Behavior contract
- Loss of privileges
- Suspension
- Referral to alternative placement (required for Grade 6+ after multiple substantiated incidents)
- Recommendation for expulsion in severe cases

Severity and pattern determine consequence level.

Consequences (Grades 6-8)

- First or second substantiated offense: Disciplinary consequences in accordance with the school's progressive discipline framework
- Third substantiated offense in the same school year:
  The student shall be assigned to an alternative school, as required by O.C.G.A. § 20-2-751.4

Assignment to an alternative school does not require expulsion.

Protections for Scholars with Disabilities

Ethos Classical follows IDEA and Section 504 requirements. Manifestation Determination procedures are followed when applicable.

Threats of Harm to Self

Ethos Classical takes any statement, gesture, or behavior indicating possible harm to self or others seriously and immediately. The safety of scholars and staff is the school's highest priority.

When a scholar makes a statement, gesture, written message, or displays behavior that suggests risk of harm to self or others, Ethos Classical will respond immediately to protect safety.

1. Immediate Supervision and Stabilization

- The scholar is placed under continuous adult supervision right away.
- The scholar is escorted to a supervised location (counseling office or designated safe space).
- The scholar will not be left alone at any time during the response.

2. Immediate Notification of Key Staff

- The observing staff member notifies a school administrator and the school counselor immediately.
- If the counselor is unavailable, an administrator or designated trained staff member begins the response.

3. Prompt Safety Assessment

- The counselor or administrator conducts a prompt safety assessment using school-based protocols.
- The school may review available information, including:
    - The scholar's statements or written communications
    - Reports from staff or witnesses
    - Relevant school records and recent behavior patterns
    - Any immediate triggers observed at school that day

4. Parent/Guardian Notification

- A parent or guardian is contacted as soon as practicable, and no later than the same school day when credible concern exists.
- The school documents all contact attempts.

5. Safety Measures Pending Resolution

Based on the assessment, the school may implement one or more immediate safety measures, including:

- Increased monitoring or check-ins
- Temporary removal from the classroom setting if needed to stabilize safety
- A supervised wait for family pick-up when appropriate
- A required re-entry meeting before returning to class or campus
- Referral to external mental health resources or community supports

6. Emergency Action When Necessary

If the school determines there is an immediate or credible threat, Ethos Classical may contact:

- Emergency services (911)
- Mobile crisis services (when available)
- Law enforcement, when required to protect safety

7. Documentation and Confidentiality

- The incident, actions taken, and family communications are documented.
- Information is handled consistent with FERPA and applicable privacy laws and shared only with staff who have a legitimate safety-related need to know.

8. Return to Learning

Ethos Classical will establish clear conditions for a scholar's return to class when needed, which may include a re-entry meeting, a safety plan, and check-ins to support the scholar's success.

Confidentiality

Information related to safety concerns is handled in accordance with FERPA and applicable privacy laws and is shared only with individuals who have a legitimate educational or safety-related need to know.

Threats Toward Peers or Staff

Zero Tolerance Policy

Ethos Classical maintains zero tolerance for threats of violence or harm toward scholars, staff, or any member of the school community.

Any verbal, written, electronic, or physical threat will be treated as a serious safety concern and will result in immediate administrative action.

Definition of a Threat

A threat includes, but is not limited to:

- Statements expressing intent to harm another person
- Threats of physical violence, whether direct or implied
- Written or electronic messages suggesting harm
- Social media posts referencing violence toward the school or individuals
- Gestures or actions meant to intimidate or simulate harm
- Jokes or statements about violence that create fear or disruption

Intent is not required for action to be taken. If a statement or behavior creates a reasonable concern for safety, it will be treated as a threat.

Immediate Response

When a threat is reported or observed:

- The scholar will be immediately removed from the setting and supervised.
- An administrator will initiate a safety assessment.
- The scholar will not return to class until the assessment is complete.
- Parents or guardians will be contacted the same day.

If the threat involves a credible risk of harm, the school may contact law enforcement immediately.

Investigation

- All threats are investigated promptly.

- The school will gather statements, review evidence, and assess credibility.
- Investigations are documented.

Consequences

Confirmed threats will result in disciplinary action, which may include:

- Immediate suspension
- Required re-entry meeting
- Safety plan or behavior contract
- Referral to alternative placement
- Recommendation for expulsion

Severe threats may result in extended suspension or law enforcement involvement, regardless of prior disciplinary history.

Digital and Off-Campus Threats

Threats made off campus, including through social media or electronic communication, are subject to discipline when they:

- Target scholars or staff
- Create fear
- Substantially disrupt school operations
- Pose a credible safety concern

No Retaliation

Retaliation against any individual who reports a threat is strictly prohibited and will result in additional disciplinary action.

Final Authority

Ethos Classical reserves the right to take immediate action necessary to protect the safety of scholars and staff. The safety of the school community is non-negotiable.

Expulsion Policy

Ethos Classical is committed to maintaining a safe, orderly, and respectful learning environment. Expulsion is the most serious disciplinary consequence and is reserved for extreme or repeated misconduct that poses a significant threat to the safety, well-being, or operation of the school.

Grounds for Expulsion

A scholar may be recommended for expulsion for engaging in serious misconduct, including but not limited to:

Weapons & Dangerous Objects • Possession, use, or threatened use of a firearm, knife, or other dangerous object • Using any object as a weapon **Violence & Physical Aggression** • Serious physical assault of a scholar, staff member, or visitor • Engaging in or inciting violent behavior **Threats & Terroristic Acts** • Verbal, written, electronic, or implied threats of violence • Bomb threats, hoaxes, or terroristic threats **Cyberbullying & Digital Misconduct** • Severe or repeated electronic harassment or threats • Posting explicit, defamatory, or threatening content	**Drugs, Alcohol, & Controlled Substances** • Possession, use, sale, or distribution of drugs, alcohol, or controlled substances • Possession of drug paraphernalia **Sexual Misconduct** • Sexual assault, inappropriate touching, or sexual harassment • Sharing or attempting to distribute explicit or pornographic material **Arson & Property Destruction** • Setting fires • Significant vandalism or destruction of property • Tampering with fire alarms or safety systems **Repeated & Extreme Defiance** • Ongoing refusal to follow directives that creates unsafe conditions • Leading large-scale or dangerous disruptions

Theft & Burglary • Theft of high-value property • Breaking into school property with intent to steal or vandalize	

Due Process for Expulsion

When misconduct may warrant expulsion, Ethos Classical will follow due process procedures.

Investigation

- A prompt and thorough investigation will be conducted.
- Families will be notified of the alleged misconduct.
- Relevant evidence and statements will be collected.

Long-Term Suspension Pending Hearing

- The scholar may be placed on long-term suspension while the process is underway, in accordance with law.

Disciplinary Hearing

- A formal hearing will be scheduled.
- The scholar and parent/guardian may present information and respond to the allegations.
- The hearing will be conducted by school leadership or a designated hearing officer/tribunal.

Decision & Written Notice

- A written decision will be provided within five (5) school days after the hearing.
- If expulsion is imposed, the notice will include the length of expulsion, conditions for possible return, and appeal rights.

Alternative Education

Expelled scholars may be referred to an alternative education program or other appropriate educational services, consistent with state and federal law.

Right to Appeal

Families may submit a written appeal of an expulsion decision within **ten (10) school days** of receiving written notice. Appeal instructions will be provided with the decision.

Ethos Classical reserves the right to take immediate action necessary to protect scholar and staff safety. Expulsion is used only when lesser interventions are insufficient or when the severity of conduct requires removal.

Withdrawal During Pending Expulsion Proceedings

If a scholar withdraws from Ethos Classical while an expulsion investigation or disciplinary hearing is pending:

- Ethos Classical will complete the disciplinary investigation and maintain all records related to the alleged misconduct.
- The scholar's educational record may reflect that disciplinary action was pending at the time of withdrawal.
- Upon request from another school or district, Ethos Classical may disclose relevant disciplinary records in accordance with FERPA.
- Withdrawal does not prevent Ethos Classical from issuing a final determination regarding the misconduct.
- If the scholar later seeks re-enrollment at Ethos Classical, the school may require resolution of the pending disciplinary matter and may deny re-enrollment based on the outcome.

Kindergarten Behavioral Accountability Policy

Ethos Classical recognizes that kindergarten scholars are in their first year of formal schooling and are developing foundational academic, social, and behavioral skills.

Kindergarten scholars do not participate in tribunal proceedings.

Behavioral concerns in Grade K are addressed through developmentally appropriate interventions designed to teach expectations, build self-regulation, and maintain a safe and orderly learning environment.

Nothing in this section limits the authority of school leadership to take action consistent with Georgia law, State Charter Schools Commission policy, or the school's general Code of Conduct.

Developmentally Appropriate Interventions

When a kindergarten scholar struggles to meet behavioral expectations, the school may implement one or more of the following interventions at its discretion:

- Reteaching of behavioral expectations
- Structured reflection and restorative conversations
- Temporary removal from the classroom for regulation or a modified schedule
- Increased supervision or check-in/check-out system
- Behavior support plan
- Family conference
- Adjustment of classroom supports
- Referral to student support services, if applicable

Interventions may be implemented in any order and may be repeated as deemed appropriate by school leadership.

Classroom Reassignment

In cases of repeated, significant, or persistent behavioral concerns that substantially disrupt instruction or impact the safety or stability of the classroom environment, the school may reassign a kindergarten scholar to a different classroom.

A classroom reassignment is an administrative intervention designed to support scholar success and preserve instructional continuity. The decision to reassign a scholar rests solely with school leadership and will be communicated to the family.

Serious or Safety-Related Conduct

In situations involving behavior that poses a safety concern to the scholar or others, including but not limited to aggressive conduct, elopement, or repeated unsafe behavior, the school may:

• Require immediate family pick-up
• Conduct a safety review
• Implement a behavior contract
• Require additional supports prior to return
• Take further administrative action consistent with applicable law and school policy

The school reserves full discretion to determine appropriate action based on the totality of circumstances.

Reservation of Authority

Nothing in this policy creates a contractual right, procedural guarantee, or entitlement to any specific intervention.

Ethos Classical reserves the right to modify, bypass, or escalate interventions as necessary to ensure the safety, order, and academic integrity of the school environment.

Administrative Withdrawal Policy

Ethos Classical reserves the right to administratively withdraw a scholar from enrollment under specific circumstances consistent with Georgia law, State Charter Schools Commission policy, and the school's charter contract.

Administrative withdrawal is not an expulsion and does not constitute a disciplinary tribunal outcome. It is an administrative action taken to ensure the safety, order, and operational integrity of the school.

Nothing in this policy creates a contractual right or procedural entitlement.

Grounds for Administrative Withdrawal

A scholar may be administratively withdrawn under circumstances including, but not limited to:

1. Non-Enrollment or Failure to Attend
    a. Failure to complete required enrollment documentation
    b. Failure to attend school within the first ten (10) consecutive school days without communication
    c. Excessive unexcused absences consistent with compulsory attendance law
2. Residency or Eligibility Issues
    a. Inability to verify residency, age eligibility, or lawful enrollment status
    b. Falsification of enrollment information
3. Parent or Guardian Conduct
    a. Repeated conduct by a parent, guardian, or responsible adult that substantially disrupts school operations
    b. Harassment, threats, or intimidation of staff, scholars, or families
    c. Failure to comply with established safety or communication plans
4. Safety and Operational Integrity

a. Conduct (scholar or family) that presents a sustained and substantial threat to the safety of the school community

b. Repeated refusal to comply with required safety interventions

c. Inability of the school to safely implement an appropriate educational program given the totality of circumstances

5. Voluntary Withdrawal

    a. Written notice from a parent or guardian requesting withdrawal

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Process

When administrative withdrawal is being considered, the school may:

• Conduct a review of documentation and relevant facts
• Provide written notice to the parent or guardian
• Provide an opportunity for the family to respond, when appropriate
• Determine an effective date of withdrawal

The school reserves discretion to implement immediate withdrawal when necessary to protect safety.

Distinction from Expulsion

Administrative withdrawal:

• Is not a disciplinary sanction
• Does not require tribunal proceedings
• Is not recorded as an expulsion
• Does not limit a family's ability to enroll in another educational setting

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Reservation of Authority

Ethos Classical maintains full discretion to determine when administrative withdrawal is appropriate based on the totality of circumstances.

Self-Defense and Physical Altercations

Ethos Classical expects scholars to resolve conflict using verbal de-escalation and by seeking adult assistance whenever possible. Physical fighting is prohibited.

The school recognizes that in rare circumstances a scholar may take limited action to protect themselves from an immediate physical threat. Each incident will be reviewed individually.

Definitions

Self-Defense
A reasonable and proportionate physical response to an immediate and unavoidable physical threat for the sole purpose of protecting oneself.

Physical Aggression
Any act of hitting, pushing, kicking, striking, or causing bodily harm.

Retaliation
Any physical response that occurs after the immediate threat has ended or exceeds what is necessary for protection.

Determining Self-Defense

To be considered self-defense, all of the following must be true:

- The scholar faced an immediate physical threat.
- The response was limited and proportionate.
- The scholar stopped once the threat ended.
- The scholar did not initiate the physical contact.

School administration will investigate all incidents, including reviewing statements, video footage (if available), and staff observations.

Consequences and Supports

- Scholars determined to have acted in self-defense will not receive disciplinary consequences for fighting.
- Scholars who initiate physical aggression or retaliate will receive disciplinary consequences in accordance with the Code of Conduct.

- All scholars involved may receive restorative supports, mediation, counseling, or conflict resolution services.

Reporting and Prevention

- Scholars are expected to report threats, bullying, or safety concerns to an adult immediately.
- Families will be notified of physical altercations.
- Ethos Classical provides social-emotional learning, conflict resolution instruction, and mediation to prevent future incidents.

Recess & Unstructured Break Policy

Ethos Classical is committed to supporting scholars' physical, social, and emotional development through structured instruction and appropriate opportunities for movement and unstructured play. This policy aligns with Georgia law (O.C.G.A. § 20-2-323) and the operational model of Ethos Classical's elementary and middle school campuses.

Grades K–4 (Elementary)

Daily Recess Requirement

- All scholars in grades K–4 receive a minimum of 30 minutes of recess daily, separate from physical education.
- Recess is scheduled during the instructional day as unstructured, supervised play.
- Indoor recess will be provided when outdoor recess is unsafe due to weather or other conditions.

Limited Exceptions

Recess may be withheld or altered only when:

- A schoolwide event (testing, field trip, assembly) prevents recess.
- Weather or emergency conditions make recess unsafe.

Recess may not be withheld as a routine disciplinary consequence.

Supervision & Safety

- Recess is supervised by assigned staff.
- Staff ensure safe, inclusive, and developmentally appropriate play.

Grades 5–7 (Middle School)

Unstructured Break Time

- Although not required by law, Ethos Middle provides at least one daily unstructured break to support wellness, movement, and social connection.
- Breaks may occur outdoors, in common spaces, or in classrooms.
- Breaks are scheduled at a consistent time and are separate from lunch.

Break Time Expectations

- Breaks may not be replaced with academic instruction or tutoring.
- Scholars may socialize, move, and decompress in a supervised setting.

Restrictions

- Break time may not be withheld for academic reasons.
- In limited cases, individual break time may be shortened or structured due to behavior only after a restorative conversation and documentation in DeansList.
- When possible, an alternate opportunity for movement or reset will be provided.

Supervision

- All unstructured breaks are supervised by school staff.

Reporting Concerns

Families who believe recess or break time has been improperly withheld or restricted must submit concerns by emailing info@ethosclassical.org.

Uniform Policy (Grades K–7)

The school promotes community, equity, safety, and a distraction-free learning environment. Scholars are expected to wear the approved uniform every school day, including special events, unless otherwise communicated by administration. Authorized Ethos Classical backpacks must be worn each day.

For full details and visuals, families should reference the Ethos Classical Uniform Guide.

Restrictions

- No outside logos, patches, embroidery, or modifications
- No non-uniform jackets, hoodies, or hats (except documented medical or religious headwear)
- No ripped, stained, frayed, or excessively tight/baggy clothing
- Bags or purses are not permitted unless purchased from an authorized Ethos vendor

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Uniform Condition

- Uniforms must be clean, neat, and properly fitted
- Clothing must be free of excessive wrinkles, holes, or stains

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Uniform Infractions and Responses

All uniform infractions are logged in DeansList.

Grades K–7

Infraction	Consequence
First	• Formal infraction logged in DeansList • Loaner item provided if available
Second	• Formal infraction logged in DeansList • Family notified via weekly report • Scholar may be asked to change into correct item to avoid infraction

Third	• Formal infraction logged in DeansList • Family notified via weekly report • Mandatory family meeting with Director of Operations to review barriers and support plan
Fourth	• Formal infraction logged in DeansList • Family notified via weekly report • Modified arrival plan with uniform check prior to family departure. • Continued non-compliance may result in recommendation for family withdrawal

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Grades 5–7

- Each uniform infraction results in a DeansList point deduction
- Multiple deductions may impact eligibility for:
    - School-wide events
    - Incentives
    - Privileges

Family Support for Uniform Compliance

Ethos recognizes that families may experience barriers. Supports include:

- Access to free or gently used uniforms through the Rejoice Shop
- Short-term vouchers or community partnership assistance
- Temporary grace period for lost, damaged, or back-ordered items (administrative approval required)
- Documented medical or religious exemptions with approved alternatives

Families should contact the front office or administration to request support by emailing info@ethosclassical.org.

When a Uniform Violation Becomes a Major Behavioral Infraction

A uniform concern becomes a Major Behavioral Infraction: Defiance / Refusal to Comply with Staff Directive when a scholar:

- **Refuses to change** into a provided or loaner uniform item

- **Refuses to remove** a non-compliant item when directed
- **Argues, talks back, or escalates** when corrected about uniform expectations
- **Intentionally removes** compliant uniform items after being corrected
- **Encourages or organizes others** to violate the uniform policy
- **Demonstrates repeated non-compliance** despite documented reminders, family communication, and support

These behaviors are documented in DeansList as: Major Infraction: Defiance / Refusal to Comply with Staff Directive

Major infractions are addressed through the school's Major Infraction Discipline Framework, including administrative referral and applicable consequences.

Academic Expectations & Placement Policy

Ethos Classical maintains high academic standards and provides structured supports to ensure every scholar has access to a rigorous, supportive learning environment. This policy outlines academic expectations, integrity standards, course placement, promotion and retention criteria, and withdrawal procedures.

Academic Expectations

All scholars are expected to:

- Complete and submit assigned work on time
- Participate actively in instruction and learning activities
- Meet or work toward grade-level academic standards
- Use available supports and ask for help when needed

Scholars who are not meeting expectations will receive academic interventions and progress monitoring. Continued lack of progress, despite documented interventions, may result in retention or placement changes.

Academic Integrity

Scholars must complete all academic work honestly.

Prohibited conduct includes:

- Cheating
- Plagiarism
- Copying or sharing answers
- Using unauthorized resources, including artificial intelligence (AI), without teacher permission

Violations may result in:

- Documentation in DeansList
- Loss of credit or assignment redo
- Restorative conversation with scholar and family
- Classification as a Major Behavioral Infraction

Course Placement

Course placement is determined by:

- Assessment and benchmark data
- Classroom performance
- Teacher recommendation
- Developmental readiness

Advanced / Accelerated Placement

Scholars demonstrating consistent high performance may be placed in accelerated coursework. Placement requires:

- Academic data review
- Teacher recommendation
- Family notification

Intervention Placement

Scholars needing additional support may be placed in targeted intervention groups. Intervention placement:

- Is temporary
- Is reviewed regularly using data
- May change based on progress

Promotion & Retention

Promotion Requirements

Scholars must demonstrate:

- Passing performance in core subjects (ELA and Math)
- Progress toward grade-level standards
- Satisfactory attendance

Retention May Be Considered If:

- The scholar fails two or more core subjects
- Assessment data shows significant performance below grade level
- Excessive absences result in substantial learning gaps
- The scholar is not developmentally ready for the next grade

Retention Process

- Academic data reviewed quarterly
- Family meeting held by Quarter 3 if concerns exist
- Written support plan developed and implemented
- Final decision communicated by Quarter 4

Retention is used only when it is determined to be in the scholar's best academic interest.

Withdrawal Policy

Voluntary Withdrawal

Families must:

- Submit a formal records request
- Return all school-issued materials

Records will be released to the receiving school in accordance with FERPA.

Administrative Withdrawal May Occur For:

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

Families will receive written notice and an opportunity to address concerns before withdrawal is finalized.

Academic Supports

Ethos Classical provides:

- Tiered academic interventions (small group, tutoring, enrichment)
- Progress monitoring and family conferences
- Individualized Learning Plans (ILPs) where appropriate
- Behavioral and social-emotional supports

Administrative Withdrawal (School of Choice)

Ethos Classical is a public charter school and a school of choice. Continued enrollment is contingent upon a family's and scholar's ability to comply with school policies and to engage in a safe, cooperative partnership with the school.

Administrative withdrawal may occur only after documented interventions, written notice to the family, and compliance with all applicable federal and state laws, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

General Grounds for Administrative Withdrawal

Administrative withdrawal may be considered when one or more of the following conditions exist:

- **Attendance Non-Compliance**
  - The scholar accumulates excessive unexcused absences in violation of Georgia compulsory attendance law.
  - The family fails to participate in required attendance interventions or meetings.
- **Failure to Meet Enrollment or Compliance Requirements**
  - Failure to submit or maintain required enrollment, residency, immunization, or health documentation.
  - Failure to update records when information changes.
- **Ongoing Non-Compliance With School Policies**
  - Repeated refusal to comply with academic, behavioral, uniform, technology, or safety policies despite documented interventions and support.
  - Chronic failure to attend required meetings related to scholar support plans.
- **Safety-Based Determinations**
  - The scholar's behavior presents an ongoing and substantial safety risk to self or others and reasonable interventions have been exhausted.
  - The school determines it cannot safely implement necessary supports within its program model.
- **Disciplinary Status**
  - The scholar is expelled in accordance with the school's Expulsion Policy.
  - The scholar withdraws while a long-term suspension or expulsion proceeding is pending and is later denied re-enrollment based on the final determination.
- **Lack of Educational Fit**
  - After documented interventions, the school determines it cannot provide an appropriate educational program within the scope of Ethos Classical's model.

Protections for Scholars With IEPs or Section 504 Plans

Ethos Classical does **not** administratively withdraw scholars based solely on disability or disability-related needs.

Before administrative withdrawal is considered for a scholar with an IEP or Section 504 Plan:

- A review of the scholar's IEP or 504 Plan will be conducted.
- The school will determine whether concerns are related to the scholar's disability.
- When applicable, a Manifestation Determination Review (MDR) will be conducted in accordance with IDEA.
- The school will ensure appropriate supports, accommodations, and services have been implemented with fidelity.

Administrative withdrawal may occur only if:

- The conduct is not a manifestation of the scholar's disability or
- The school, after exhausting reasonable accommodations and programmatic options, determines it cannot implement the scholar's plan within its educational model while maintaining safety and FAPE.

Procedural Safeguards

Prior to finalizing administrative withdrawal:

- Families receive written notice of concerns and proposed withdrawal.
- Families are provided an opportunity to meet with school leadership.
- All interventions and communications are documented.
- Records are maintained and shared in accordance with FERPA, IDEA, and Section 504.

Families must provide proof of re-enrollment in another school or an approved home study program following withdrawal within 30 days.

Lifework (Homework) Policy – Grades K–6

At Ethos Classical, homework (referred to as Lifework) reinforces classroom learning, builds independent study habits, and strengthens home–school partnership. Scholars are expected to complete Lifework consistently and with effort.

Purpose of Lifework

Lifework is designed to:

- Reinforce skills and concepts taught in class
- Build responsibility, independence, and time management
- Provide families with visibility into learning

Time Expectations

- Grades K–2: 10–25 minutes per day
- Grades 3–4: 30–40 minutes per day
- Grades 5–6: 50–60 minutes per day

Assignment & Submission

- Lifework is assigned by teachers and communicated to scholars.
- Elementary lifework is typically assigned weekly and due the following week.
- Middle school lifework is typically assigned Monday–Thursday and due the next school day unless otherwise stated.
- Scholars are expected to arrive to school with Lifework completed.

Late or Missing Lifework

- Lifework missing due to absence must be submitted within 24 hours of return.
- Repeated missing or incomplete Lifework will result in Lifework Recovery and family notification via DeansList.
- Chronic non-completion may escalate to a behavioral infraction.

Grading & Feedback

- Lifework is graded for completion and accuracy.
- Specific grading percentages, rubrics, and content expectations are outlined in each teacher's Course & Family Academic Agreement.

Equity & Accessibility

Lifework expectations will be adjusted as required by a scholar's **IEP or Section 504 Plan**.

Multi-Tiered System of Supports (MTSS) & Special Education Identification

Ethos Classical is committed to ensuring that every scholar receives appropriate instruction, interventions, and services to access a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) in accordance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

Ethos Classical uses a Multi-Tiered System of Supports (MTSS) to identify, monitor, and respond to academic, behavioral, and social-emotional needs. MTSS is a general education framework and is not special education. Special education eligibility is determined only through a formal evaluation process.

Families are partners throughout all stages of MTSS and special education consideration.

I. Multi-Tiered System of Supports (MTSS)

Tier 1 – Core Instruction (All Scholars)

All scholars receive:

- Standards-aligned, high-quality instruction
- Universal screening and benchmark assessments
- Differentiated instruction within the classroom

Family Engagement

- Families receive regular progress reports
- Teachers communicate concerns and initial classroom supports

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Tier 2 – Targeted Small Group Interventions

Scholars may be placed in Tier 2 when data shows they are not meeting benchmarks despite strong Tier 1 instruction.

Supports may include:

- Small group intervention
- Targeted skill-building programs
- Behavior or SEL supports
- Progress monitoring at least biweekly

Intervention cycles typically last **6–8 weeks**.

Family Engagement

- Families are notified when a scholar enters Tier 2
- Families receive updates on intervention focus and progress

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Tier 3 – Intensive Interventions

Scholars who do not make sufficient progress in Tier 2 may receive Tier 3 supports, which are more intensive and individualized.

Supports may include:

- Increased frequency of intervention
- One-on-one or very small group instruction
- Behavior support plans
- Increased data collection and monitoring

Intervention cycles typically last **6–8 weeks**.

Family Engagement

- Families are invited to a Student Support Team (SST) meeting
- Families receive documentation of interventions and progress

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II. Family-Initiated Request for Special Education Evaluation

A parent/guardian may request a special education evaluation at any time by submitting a written request.

Upon receipt of a written request, Ethos Classical will:

1. Acknowledge the request within 10 calendar days
2. Either:
    - Initiate the evaluation process, or
    - Issue Prior Written Notice (PWN) explaining why the school is not proceeding
3. Convene a Review of Existing Evaluation Data (REED) meeting within 10 school days
4. If evaluation is recommended, obtain informed written consent
5. Complete the evaluation within 60 calendar days of consent

Required participants include the Director of Specialized Services, School Principal, and relevant team members.

III. School-Initiated Referral for Special Education Evaluation

If a scholar demonstrates persistent concerns despite well-documented Tier 2 and Tier 3 interventions, the SST may recommend a special education evaluation.

Steps include:

1. SST reviews intervention data
2. Family is invited to participate in review
3. If warranted, school seeks written parent consent
4. Evaluation completed within **60 calendar days** of consent

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IV. Evaluation Components

Evaluations are individualized and may include:

- Cognitive testing
- Academic achievement testing
- Speech-language assessments
- Social-emotional/behavioral rating scales
- Classroom observations
- Health, developmental, and educational history

V. Eligibility Determination

A multidisciplinary team, including the parent/guardian, determines:

- Whether the scholar meets criteria for one or more IDEA disability categories
- Whether the disability **adversely impacts educational performance**
- Whether the scholar requires **specialized instruction and/or related services**

If Eligible

- IEP developed within **30 calendar days**
- Services begin upon parent consent

If Not Eligible

- Family receives **Prior Written Notice**
- Scholar continues to receive general education and MTSS supports

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VI. Section 504 Consideration

Scholars who do not require specialized instruction but need accommodations to access learning may be considered for a Section 504 Plan.

Families may request a 504 evaluation at any time.

VII. Family Rights & Participation

Families have the right to:

- Request evaluations
- Participate in meetings
- Review records
- Provide input
- Receive Prior Written Notice
- Disagree and request mediation or due process

VIII. Kindergarten Considerations

Developmental variation is common in kindergarten. Ethos Classical ensures strong Tier 1 instruction and targeted MTSS supports before considering special education referral unless data indicates a significant and persistent delay.

IX. Non-Discrimination Statement

Ethos Classical does not delay or deny evaluations based on:

- Attendance
- Behavior
- English learner status

- Lack of prior interventions

Family Grievance Policy

Ethos Classical is committed to respectful, timely, and solution-focused communication with families. Most concerns can be resolved quickly at the school level. Families are expected to follow the steps below so concerns are addressed by the appropriate person.

Concerns should always begin at the **closest point of impact**.

Step 1: Contact the Staff Member Closest to the Concern

Families must first contact the staff member most directly connected to the issue:

- **Academic concerns:** Teacher
- **Behavior or classroom culture:** Teacher
- **Arrival, dismissal, operations, or safety:** Director of Operations

Families should email **info@ethosclassical.org** to request connection to the appropriate staff member or to request a scheduled meeting.

Step 2: Contact a School-Based Leader

If the concern is not resolved at Step 1, families may escalate by emailing **info@ethosclassical.org**.
While families may copy other staff, the school will route the concern to the appropriate leader below for response and resolution.

- **Academics:** Manager of Curriculum & Instruction (MCI)
- **Culture/Discipline:** Director of Culture
- **Special Education:** Director of Specialized Services (DSS)
- **Operations/Safety:** Director of Operations (DOO)

Escalation emails must include:

- Brief description of the concern
- Summary of prior communication
- Clear request for resolution

Step 3: Principal Review

If unresolved, families may request Principal review by emailing **info@ethosclassical.org**. The Principal will review documentation and determine next steps.

Step 4: Executive Leadership Review

If the concern remains unresolved, families may request Executive Leadership review:

- **Academics:** Chief Academic Officer (CAO)
- **Operations/Personnel:** Chief Operating Officer (COO)
- **Any Area:** Chief Executive Officer (CEO)

Requests must be submitted in writing to **info@ethosclassical.org** and include documentation of prior steps.

Step 5: Board of Directors (Governance Matters Only)

Families may contact the Board only for concerns related to governance, legal compliance, or ethics that remain unresolved after all previous steps.

The Board does **not** intervene in individual scholar placement, grading, discipline, or personnel matters.

Requests must be submitted in writing to **info@ethosclassical.org**.

Quick Reference Pathways

Academics
Teacher → MCI → Principal → CAO → CEO → Board

Special Education
DSS → Principal → CEO → Board

Scholar Culture / Discipline
Director of Culture → Principal → CEO → Board

Personnel
DOO → Principal → COO → CEO → Board

Safety / Operations
DOO → Principal → COO → CEO → Board

Non-Retaliation

Ethos Classical strictly prohibits retaliation against any scholar or family who raises a concern in good faith.

Scholar Advocacy & Reporting

Scholars are encouraged to report:

- Bullying or harassment
- Unsafe situations
- Peer conflict
- Mistreatment or discomfort

Scholars may:

- Tell a trusted adult
- Request to speak with a counselor, Dean, or school leader

All reports are taken seriously, documented, and followed up with care.

Additional Safety, Civil Rights, and Compliance Policies

TITLE IX & SEXUAL MISCONDUCT GRIEVANCE PROCEDURES

Ethos Classical prohibits sex-based discrimination, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking, in any education program or activity. This policy applies to all scholars, staff, families, volunteers, and visitors.

Reporting

Any individual may report concerns to:

Title IX Coordinator: Ethos Classical Administration
Email: info@ethosclassical.org
Phone: Front Office

Reports may be made in person, by email, or in writing. Reports may be made anonymously.

Supportive Measures

Upon receipt of a report, the school may provide supportive measures regardless of whether a formal complaint is filed, including schedule adjustments, counseling referrals, safety planning, or academic supports.

Investigation

- Reports are reviewed promptly.
- An impartial investigation is conducted.
- Parties are given the opportunity to share information.
- A written determination is issued.

Non-Retaliation

Retaliation against any person who reports or participates in an investigation is strictly prohibited and will result in disciplinary action.

HAZING PROHIBITION

Hazing is strictly prohibited.

Hazing includes any act, coercion, humiliation, or expectation imposed on a scholar as part of initiation, affiliation, or membership in any group or activity that causes or risks physical, emotional, or psychological harm.

Hazing is classified as a **Major Infraction** and may result in suspension or expulsion.

DATING VIOLENCE & RELATIONSHIP ABUSE (Grades 5–7)

Dating or relationship violence includes physical, emotional, verbal, sexual, or digital abuse used to control, harm, or intimidate a person within a romantic or perceived romantic relationship.

Such conduct is prohibited and classified as a **Major Infraction**.

Reports are investigated promptly and may result in suspension, expulsion, and safety planning.

SAFETY SCREENING & ADMINISTRATIVE SEARCH AUTHORITY

To maintain a safe school environment, Ethos Classical may implement administrative safety screening measures, including bag checks, metal detector screening, or wanding, when deemed necessary.

These measures may occur with or without individualized suspicion and are not considered disciplinary searches.

Reasonable suspicion searches of personal belongings remain governed by the Search & Confiscation policy.

TOBACCO, VAPING, ALCOHOL, AND CONTROLLED SUBSTANCES

Prohibited items include but are not limited to:

- Tobacco products
- Electronic cigarettes or vaping devices
- Nicotine pouches
- Marijuana
- Alcohol
- Prescription medication not prescribed to the scholar
- Drug paraphernalia

Possession, use, distribution, or being under the influence is classified as a **Major Infraction**.

GANG-RELATED ACTIVITY

Gang-related activity is prohibited, including:

- Wearing or displaying gang symbols
- Hand signs
- Recruiting
- Tagging
- Intimidation connected to gang affiliation

Violations are classified as **Major Infractions**.

ACADEMIC DISHONESTY – ESCALATION

Academic dishonesty includes cheating, plagiarism, and unauthorized use of tools or technology.

Progression:

First Offense
Restorative conversation, assignment redo, parent notification

Second Offense
Zero on assignment, family conference

Third Offense
Classified as **Major Infraction**

MEDICATION & HEALTH ITEMS

- All medication must be stored in the front office or nurse area.
- Scholars may not carry medication unless medically authorized (e.g., inhaler, epi-pen).
- Families must provide required documentation.

Unauthorized possession or sharing of medication is a **Major Infraction**.

PHYSICAL EDUCATION ATTIRE

On Physical Education days, scholars must wear:

- Athletic shoes suitable for running and movement
- School-approved uniform top and bottoms

Crocs, slides, slippers, or unsafe footwear are not permitted for PE.

RECORDING & PHOTOGRAPHY BY SCHOLARS

Scholars may not audio record, photograph, or video record others without permission.

Sharing or posting recordings is prohibited.

Violations may be classified as **Moderate or Major Infractions** depending on severity.

FALSE REPORTING

Knowingly making a false or malicious report is prohibited and subject to disciplinary action.

This does not discourage good-faith reporting.

PHYSICAL RESTRAINT & SECLUSION

Ethos Classical does not use seclusion.

Physical restraint may be used **only in emergency situations** to prevent imminent danger of serious physical harm and in accordance with state law.

Parents/guardians will be notified when restraint is used.

VISITOR & VOLUNTEER CONDUCT

All visitors and volunteers must:

- Follow staff directions
- Remain in assigned areas
- Adhere to school behavioral expectations

Failure to comply may result in removal from campus.