ETHOS Classical

2026-2027

Family Handbook

This handbook provides general guidance for families and scholars enrolled at Ethos Classical. Ethos Classical is a tuition-free public charter school authorized by the State Charter Schools Commission of Georgia. Information about our charter, school policies, and the most current version of the Family Handbook is available on our website at www.ethosclassical.org.

The Family Handbook may be revised as needed to reflect changes in law, school policy, or school operations. Families will be notified of material changes through the school's official communication system, and the updated handbook will be posted on the school website. Families are responsible for maintaining current contact information with the school to ensure they receive important notices and updates.

Ethos Classical is committed to communicating with families in a language they understand. This handbook is available in Spanish and other languages upon request, at no cost. Free interpretation and translation services are also available for enrollment, family conferences, IEP and Section 504 meetings, and other school communications. To request a translated copy of this handbook or interpretation services, please contact the Front Office at (470) 502-0046 or info@ethosclassical.org.

Ethos Classical se compromete a comunicarse con las familias en un idioma que comprendan. Este manual está disponible en español y en otros idiomas, previa solicitud y sin costo alguno. También ofrecemos servicios gratuitos de interpretación y traducción para la inscripción, las conferencias familiares, las reuniones del IEP y de la Sección 504, y otras comunicaciones escolares. Para solicitar una copia traducida de este manual o servicios de interpretación, comuníquese con la Oficina Principal al (470) 502-0046 o escriba a info@ethosclassical.org.

Last amended 06/29/2026

WELCOME AND SCHOOL OVERVIEW

MISSION

Ethos Classical prepares scholars for a life of opportunity by nurturing their confidence, character, and creativity in an academically rigorous environment.

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

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

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

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

BOARD OF DIRECTORS

Ethos Classical is governed by an independent Board of Directors responsible for overseeing the school's mission, policies, financial stewardship, and overall performance. Information about the Board, including meeting schedules, agendas, minutes, and other public records, is available on the Ethos Classical website at www.ethosclassical.org.

SCHOOL LEADERSHIP TEAM

Danielle Mack
Chief Executive Officer
danielle.mack@ethosclassical.org

Shamar Knight-Justice
Chief Academic Officer
shamar.knightjustice@ethosclassical.org

Victoria Hudson
Chief Operating Officer
victoria.hudson@ethosclassical.org

Kierra Gambrell
Middle School Principal
kierra.gambrell@ethosclassical.org

Vanessa Adeyinka
Elementary School Principal
vanessa.adeyinka@ethosclassical.org

Parrish Amos
Director of Specialized Services
parrish.amos@ethosclassical.org

Trineshia Avery
Elementary School Director of Culture
trineshia.avery@ethosclassical.org

Toni Jones
Middle School Director of Culture
toni.jones@ethosclassical.org

Tanisha Thomas
Elementary School Director of Operations
tanisha.thomas@ethosclassical.org

Korby Wesley
Middle School Director of Operations
korby.wesley@ethosclassical.org

SCHOOL PHILOSOPHY

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

PERSONAL EXCELLENCE: CREATING AN ACHIEVEMENT-ORIENTED CULTURE

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

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

Elementary School Address 2295 Springdale Circle SW, Atlanta, GA 30315
Middle School Address 2575 Dodson Drive, East Point, GA 30344
Phone Number: (470) 502-0046
Web Address: www.ethosclassical.org

Discrimination Notices

Non-Discrimination Policy

Ethos Classical shall not discriminate in their educational programs, activities or employment practices based on race, color, national origin, sex, disability, age, religion, ancestry or any other legally protected classification. This policy is in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990.

Information relative to special accommodation, grievance procedure and the designated responsible official for compliance with Title VI, Title IX and Section 504 may be obtained by contacting: Danielle Mack, Chief Executive Officer, danielle.mack@ethosclassical.org.

Ethos Classical is committed to creating a safe, healthy learning environment for all scholars that enhances personal safety and encourages respect, dignity, and equality among scholars. Ethos Classical complies with the following laws:

Non-Discrimination: (Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Title II, Sec 504 of the Rehabilitation Act of 1973, Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, and the Boy Scouts of America Equal Access Act of 2001)

The Ethos Classical Board of Directors is committed to providing a working and learning environment free from discrimination, harassment, intimidation and bullying.

In accordance with federal and state laws and local policy, the Ethos Classical Board of Directors prohibits the acts of discrimination, harassment, intimidation, bullying, and exclusion towards any individual on the basis of the individual's actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, alienage, veteran status, parental status, family status, pregnancy, or marital status in admission or access to its programs, facilities, services, activities, employment opportunities, or any aspect of operations.

Ethos Classical provides equal access and opportunity to the Boy Scouts of America and other designated (outside) youth or community groups to meet on school premises or in school facilities, and prohibits discrimination, harassment, intimidation, bullying, and exclusion towards any individual or group officially affiliated with the Boy Scouts of America or other designated (outside) youth groups listed in Title 36 of the United States Code as a patriotic society.

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If scholars and/or parents have concerns, then they should bring such concerns, in writing, to the attention of the Chief Executive Officer. If employees have concerns, then they should bring such concerns, in writing, to the attention of their immediate supervisor. The following persons have been designated to handle inquiries and concerns regarding the Board's non-discrimination policies:

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin.

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex. Title IX also prohibits gender- based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

The Age Discrimination Act of 1975 prohibits discrimination on the basis of age.

Title II of the Americans with Disabilities Act of 1990 prohibits discrimination on the basis of disability, and

Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability.

Ethos Classical has designated the following individual to investigate alleged violations of Title VI, Title IX, Age Discrimination Act, Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973:

Parrish Amos
Director of Specialized Services & Title IX Coordinator
2295 Springdale Circle SW
Atlanta, GA 30315
parrish.amos@ethosclassical.org
470.502.0046

Ethos Classical also complies with the Individuals with Disabilities Education Act ("IDEA").

Ethos Classical has designated the following individual to investigate alleged violations of Individuals with Disabilities

Education Act ("IDEA"):

Parrish Amos
Director of Specialized Services & Title IX Coordinator
2295 Springdale Circle SW

Atlanta, GA 30315
parrish.amos@ethosclassical.org
470.502.0046

Under the Boy Scouts of America Equal Access Act, no public elementary school or state or local education agency that provides an opportunity for one or more outside youth or community groups to meet on school premises or in school facilities before or after school hours shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code as a patriotic society.

The following individual has been designated to investigate alleged violations of the Boy Scouts of America Equal Access Act:

Parrish Amos
Director of Specialized Services & Title IX Coordinator
2295 Springdale Circle SW
Atlanta, GA 30315
parrish.amos@ethosclassical.org
470.502.0046

Any person who believes that he or she has been the victim of discrimination should report the alleged discrimination within thirty (30) days of the occurrence by:

- Email
- Telephone
- Sending a letter by mail
- Filing a complaint in person

Once a complaint has been made, designated personnel will begin an investigation, track progress, and determine whether the alleged conduct constitutes a violation of Title VI, Title IX, Title II, Section 504, the Age Discrimination Act , or the Boy Scouts Equal Access Act, and take appropriate action.

Discrimination complaints may be submitted to the Ethos Classical Chief Executive Officer by email, telephone, mail, or in- person.

STUDENT COMPLAINTS:	PERSONNEL COMPLAINTS:
Parrish Amos Director of Specialized Services & Title IX Coordinator 2295 Springdale Circle SW Atlanta, GA 30315 parrish.amos@ethosclassical.org 470.502.0046	Danielle Mack Chief Executive Officer 2295 Springdale Circle SW Atlanta, GA 30315 danielle.mack@ethosclassical.org 470.502.0046

For further information from the Office of Civil Rights (OCR) on notices of non-discrimination, call 1-800-421-3481 or visit the website for the address and phone number of the office that serves your area.

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

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

USDA NONDISCRIMINATION STATEMENT

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language) should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form, which can be obtained online, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; or (2) fax: (833) 256-1665 or (202) 690-7442; or (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

ACADEMIC SUCCESS: A CLASSICAL CURRICULUM

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

- Focus on literacy
- Meaningful arts enrichment

- Tailored learning supports for scholars and families
- Accountability for measurable results
- Strategic hiring and staff development

CORE VALUES

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

PARENT RIGHT TO KNOW

In accordance with the Every Student Succeeds Act, parents and guardians have the right to request information about the professional qualifications of the teachers and paraprofessionals who support their child.

Upon request, Ethos Classical will provide information regarding whether a scholar's teacher:

1. Has met Georgia's certification and licensing requirements for the grade level and subject area in which the teacher provides instruction;
2. Is teaching under an emergency, provisional, or other status through which state certification or licensing requirements have been waived; and
3. Is teaching in the field or subject area for which the teacher is certified.

Parents and guardians may also request information about whether their child receives services from a paraprofessional and, if so, the paraprofessional's qualifications.

Ethos Classical is committed to ensuring that all scholars receive high-quality instruction from skilled and dedicated educators. We value our partnership with families and welcome questions about the qualifications of the staff supporting your child.

To request this information, please contact:

Victoria Hudson
Chief Operating Officer
victoria.hudson@ethosclassical.org

Thank you for your continued partnership in your child's education.

Danielle Mack
Chief Executive Officer

INSTRUCTIONAL MODEL

Ethos Classical provides a structured learning environment that measures scholar mastery and growth through a number of assessment tools. Scholar engagement is also evaluated using our lifework system and scholar participation. During core learning blocks, scholars receive direct instruction in small groups. They rotate through two stations of work cycles to practice and reinforce skills they've learned directly from their teacher. Core learning blocks include guided reading and mathematics. Scholars receive one on one feedback on their writing as well.

ASSESSMENTS

Assessments are a necessary tool by which we can identify scholars' strengths and weaknesses in order to better individualize their educational plan and supports and they are used to inform classroom instruction. These tools also assist us in determining a scholar's level of academic mastery and may play a significant role in grade level placement decisions. In addition to the traditional classroom assessment measures, we will use several other assessment tools to evaluate the progress of our elementary scholars:

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

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

Watch Me Grow Prompts: Scholar writing is monitored beginning in Kindergarten using a rubric to measure thought and ability to accurately convey opinions, facts, and stories.

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

Testing for the Georgia Milestones Assessment System (End-of-Grade and End-of-Course exams)and ACCESS for ELLs are mandatory for applicable

scholars. They must be taken in person at the assigned location and time and on the assigned date.

NWEA MAP tests (3 x year) and final exams (2 x year per course/subject at the end of each semester) are taken online and at a specific time. These assessments are mandatory.

The Georgia Kindergarten Inventory of Developing Skills (GKIDS) is a mandatory summative assessment that takes place over the course of a school year.

Gifted Testing is by invitation only and will be given in person. The testing is optional, but a 'Gifted' designation may be required to participate in specific programs and/or activities and cannot be acquired without participation in Gifted Testing.

DYSLEXIA SCREENING AND OTHER ASSESSMENTS

There may be additional required tests/assessments/diagnostics/exams depending on the grade level, course, and/or a scholar's special circumstances. A scholar's special circumstances may include but are not limited to those that may be required for RTI/MTSS monitoring, to participate in the Advanced & Gifted Program, and/or as may be required per a scholar's IEP.

GEORGIA MILESTONES ASSESSMENT SYSTEM (GMAS)

All Ethos Classical 3rd grade through 7th grade scholars are required to attend various state-mandated summative assessments each year. Participation in state-mandated assessments, including the Georgia Milestones EOG/EOC assessments and, for eligible English Learners, ACCESS for ELLs, is required for all applicable scholars in accordance with Georgia law. Opt-outs are not permitted. Scholars with an approved, excused absence will make up missed assessments during the approved state testing window or, where the Georgia Department of Education offers it, during the summer.

Promotion, placement, and retention decisions are made in accordance with Georgia law and Board policy and consider the multiple factors described in the Promotion Policy, rather than any single assessment or a scholar's participation in a single test administration.

NOTE: If a family has scholars in multiple grade bands, then it is possible that the family may have scholars assigned to BOTH the morning and the afternoon testing windows during the Milestones Assessment period, thus occupying most of that family's day.

Students in Grades 3 - 7 take an End-Of-Grade (EOG) Assessment in English/Language Arts and Mathematics, while scholars in Grade 5 are also assessed in Science.

Students in Grades 3 - 7 are required to receive a reading determination of Grade Level or Above on the Georgia Milestones End-of-Grade Assessment in reading and to attain an achievement level of "Developing Learner," "Proficient Learner," or "Distinguished Learner" on the mathematics and ELA sections of the Georgia Milestones End-of-Grade Assessment to be considered in promotion decisions to the next grade level.

For grades 3 and 7, if a scholar takes the Georgia Milestones End-of-Grade Assessment and does not score proficient or distinguished in reading, mathematics, and/or ELA, we offer help for the scholar to reinforce academic skills needing additional attention and an opportunity to take the Georgia Milestones End-of-Grade Assessment again.

Note: The Georgia Department of Education (GaDOE) does not offer Science EOG summer retest opportunities. The GaDOE does not offer 4th grade the opportunity to retake EOGs during the summer. The GaDOE does not offer 3rd graders the opportunity to retake the math EOG during the summer. GaDOE makes the decision which retests are offered. Ethos Classical has no say in the matter.

TRANSPORTATION ISSUES ARE NOT CONSIDERED A VALID EXCUSE TO MISS MILESTONES TESTING. If a scholar encounters transportation issues on any given day of Milestones EOC/EOG testing, then make-ups will be arranged provided that the state testing window has not closed, or the scholar can be moved to an alternate testing site that is located on a public transportation line.

Other Assessments

In addition to the Georgia Milestones EOG and EOC tests, the following assessments may also be administered at the sole discretion of school administration and/or may be mandatory depending on program/service/assessment requirements:

- ACCESS for ELLs 2.0
- WIDA Screener
- Gifted Testing
- I-Ready Diagnostic
- Special Education evaluations
- DIBELS (Grades K-2) – rarely applicable
- NWEA Growth Assessments (Grades 5-7)

- Final Exams (Grades 5-7)

INTERVENTION

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

PROMOTION POLICY

Decisions regarding initial grade placement, promotion, acceleration, and retention are made in accordance with Georgia law and Ethos Classical Board policy, based on the recommendation of the scholar's instructional team and a review of multiple factors related to the scholar's academic readiness and progress. After initial grade placement, a scholar is expected to progress through the grades one year in each grade, receiving the benefits of academic, social and physical growth usually accompanied with a full year of development.

On occasion, it may be in the best interest of the scholar to have a new grade placement, be accelerated more than one grade, or be retained in the current grade. In this event, supporting documentation with interventions already offered to the scholar will be provided by the school. If a scholar's parent/guardian or teacher believes one of these grade changes should be considered, a written request for consideration should be provided to the Chief Executive Officer, including the reasons for such consideration, via email.

No single measure, assessment, or test administration determines a promotion, placement, or retention decision. Factors considered include, but are not limited to, the scholar's grades and classroom performance, RTI/MTSS intervention data, results of state and district assessments, attendance, teacher and instructional-team input, and other relevant information about the scholar's readiness for the next grade level. Consistent with Georgia law and Board policy, the Chief Executive Officer, or designee, issues the final placement decision.

Placement, promotion, and retention decisions for scholars served under the IDEA or Section 504 are made by the scholar's IEP or Section 504 team, as described elsewhere in this handbook.

The school instructional team, shall consider the following non-exhaustive list of factors when making such decisions:

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

RETENTION

If a scholar is retained, written documentation of evidence supporting the decision will be on file in the scholar's permanent record. The scholar's parent(s)/guardian(s) shall be notified of the retention decision within 10 days after the decision has been made.

Students who spend more than one year in any grade will be provided accelerated instruction, additional instruction, or differentiated instruction.

RETENTION CRITERIA

Kindergarten:

- ☐ Readiness level as established by the results of the Georgia Kindergarten Inventory of Developing Skills (GKIDS).
- ☐ Readiness level as established by the results of the approved district reading assessment(s) and approved district mathematics assessment(s) which are available at the time the retention decision is being made.
- ☐ Teacher/family recommendation for retention.

Grades 1 - 2:

- ☐ Readiness level as established by the results of the approved district reading assessment(s) and approved district mathematics assessment(s) which are available at the time the retention, promotion, or placement decision is being made.
- ☐ Readiness level as established on the scholar report card.
- ☐ Teacher/family recommendation for retention.

Grades 3 - 7:

- ☐ Readiness level as established by the results of the appropriate state adopted assessment(s) in the areas of reading, mathematics, and/or science which are available at the time the retention decision is being made.
- ☐ Readiness level as indicated on the scholar report card.
- ☐ Readiness level as established by the results of any approved district reading, mathematics and/or science assessment(s) which are available at the time the retention decision is being made.
- ☐ Teacher recommendation for promotion, placement or retention.

APPEALS OF PLACEMENT, PROMOTION AND RETENTION DECISIONS GRADES KINDERGARTEN THROUGH GRADE 7

In the event a parent of a scholar in Kindergarten through Grade 7 disagrees with a placement, promotion or retention decision by the Chief Academic Officer (the "Placement Decision") and wishes to appeal such decision, the parent must notify the principals in writing of their appeal of the Placement Decision within 10 days of receiving written notice of the Placement Decision or all rights of appeal of the Placement Decision shall be waived and the Placement Decision shall be final.

In the event a timely appeal of a Placement Decision is made by a parent of a scholar, a Placement Review Team consisting of the parent(s) of the scholar, the school counselor and the school principal or designee shall be convened to reconsider the Placement Decision of the scholar. The Placement Review Team shall consider all the retention, placement and promotion criteria as set forth in this policy and such other relevant information as the parents and other members of the Placement Review Team wish to share with the Placement Review Team. The initial Placement Decision (regardless of whether the initial decision was a decision of placement, retention or promotion) shall not be changed by the Placement Review Team unless the Placement Review Team unanimously agrees to the change in placement, retention or promotion of the scholar. The decision of the Placement Review Team shall be given to the parents in writing within 10 days of the date of the decision of the Placement Review Team.

In the event any member of the Placement Review Team disagrees with the decision of the Placement Review Team and wishes to appeal such decision, the person desiring to appeal the decision of the Placement Review Team must notify the Chief Executive Officer in writing of their appeal of the decision of the Placement Review Team within 10 days of receiving written notice of the decision of the Placement Review Team or all rights of appeal of the decision of the Placement Review Team shall be waived and the decision of the Placement Review Team shall be final. The person submitting the appeal must submit a statement of all reasons and supporting documentation as to why they disagree with the decision of the Placement Review Team at the time of submitting their appeal of the decision of the Placement Review Team. the Chief Executive Officer (or designee appointed by the Chief Executive Officer) shall review the written documentation that is timely submitted by the person making the appeal along with records of the District relating to the decision of placement, promotion or retention without the requirement of any additional hearing or meeting. the Chief Executive Officer (or designee) shall issue a written decision either affirming or modifying the placement, promotion or retention based upon their review of the record. The decision of the Chief Executive Officer (or designee) shall be final.

WITHDRAWALS

Parents with scholars in need of withdrawing from the school must contact the Enrollment Team in writing via e-mail to enroll@ethosclassical.org and complete an Intent to Withdraw form. Ethos will arrange pick up of documents.

IMPORTANT: By law, if a scholar withdraws or is withdrawn and no proof of transfer to another districted school, charter school, private school, or homeschool declaration is received by the records department within forty-five (45) days of withdrawal, then the scholar will be referred to DFCS (Department of Family and Children's Services). Proof of registration at another school or a homeschool declaration must be sent to enroll@ethosclassical.org prior to forty-five (45) days to avoid referral to DFCS.

SCHOLAR ORIENTATION

To support each scholar in being successful at Ethos Classical, each scholar participates in Scholar Orientation at the start of each year. This allows for scholars to meet their teachers, get to know their classmates and practice key routines and procedures. Scholar Orientation is two days in August and allows for each grade level to spend time with their instructional team for a shortened day as they transition back from the summer. New Families are prepared for Scholar Orientation by attending New Family Orientation in May and Open House in August.

SCHOLAR SUPPLIES

The easiest way to manage supplies in primary classrooms without disrupting classroom time or having unprepared scholars is to have shared supplies within the classroom. Ethos Classical aims to provide scholars with their own supplies and we do not ask families to purchase materials besides the scholar's headphones and math fluency cards beginning in first grade. The purchase of all other supplies used during the school day are covered through the scholar fee.

LOST AND FOUND

To prevent confusion, parents should write their scholar's name in permanent marker on the tags of all clothing. Since every scholar wears the same clothing, mark your tags clearly and help your scholar keep track of all jackets, sweaters and coats. All clothing items that are left in common spaces (playground, hallways etc.) will be put in the school's Lost and Found bin for families to retrieve. Each classroom will also have a Lost & Found for items with no scholar names. Note that we empty the Lost and Found bin every month and donate all items.

EXTRA CLOTHING

All kindergarten scholars must bring an extra set of uniform clothes in the event of a bathroom accident or spill. Families should bring an extra set of uniform clothes (pants, underwear, and polo) in a clear, Ziploc plastic bag with the scholar's name written clearly in

permanent marker. Scholars' extra sets of uniform clothing will be stored in the scholar's cubby at school. Families should include a logoed Ethos Classical top, solid white crewneck undershirt, socks, underwear and navy bottoms. When scholars have accidents or spills and use their extra set of uniform clothing, parents/guardians should send another clean set of clothing the following school day. Scholars without a change of clothes will need to have a parent/guardian drop off items or pick up the scholar for the remainder of the day depending on the severity of the accident/spill.

SPECIAL PROGRAMS & INSTRUCTIONAL SUPPORT SERVICES

SPECIAL EDUCATION SERVICES

The 1997 amendments to the Individuals with Disabilities Education Act (IDEA) and the more recent 2004 Individuals with Disabilities Education Improvement Act (IDEIA) have mandated that every school district in the country develop a system to identify children with disabilities, from birth through age 21, who live within the district.

Ethos Classical will make a concerted effort to identify, locate and evaluate children who have a suspected or confirmed disability, in accordance with all federal regulations and state standards as required by Child Find. In addition, it shall be the policy of Ethos Classical that the child with a disability and his or her parents/ guardians shall be provided with a free and appropriate public education (FAPE) in conjunction with procedural safeguards, as required by law, throughout the identification, evaluation and placement process.

Students with disabilities can be found eligible for Special Education based on the following eligibility categories:

- Autism
- Deaf/Blind
- Deaf/Hard of Hearing
- Emotional & Behavioral Disorder
- Intellectual Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Significant Developmental Delay
- Specific Learning Disability
- Speech-Language Impairment
- Traumatic Brain Injury
- Visual Impairment & Blindness

Students with disabilities who qualify for Special Education Services can receive a free appropriate education (FAPE) based on the scholar's Individualized Education Program (IEP). Ethos Classical delivers special education programming and related services in the least restrictive environment, as determined by the scholar's IEP team. Related Services, such as Speech Therapy, are determined through review of various data sources to include evaluations and progress monitoring data. Instruction and services delivered are provided at no cost to the parent, guardian or scholar. Students can be served using regular education, additional supportive services, consultative, co-teaching, collaborative, and/or small group settings.

Progress monitoring of IEP goals is accomplished through a variety of data collection methods using a variety of instructional programs, as well as individualized assessments designed by special education and general education teachers. IEP mandated, specialized instructional services are provided and progress data is collected.

All members of the Ethos Classical school community believe that varied instructional practices and learning environments benefit all children. In sum, Ethos Classical is committed to the full implementation of IDEA. When scholars served through the Department of Special Education are provided with the appropriate supports, as outlined in their IEP and through the collaborative efforts of parents, scholars, teachers, therapists, and other faculty/ staff (as appropriate), we believe they will achieve.

Any additional information regarding Parent Rights, Special Education Records, and services offered should be directed to Parrish Amos parrish.amos@ethosclassical.org.

ADVANCED AND GIFTED PROGRAM

The Advanced and Gifted Program (A&G) is a supplemental program designed to meet the needs of our advanced learners in a variety of ways including enriched sessions, curriculum compacting, topic enrichment and extension and/or accelerated course planning and placement; along with other activities which incorporate academics, multiple intelligences, and social interaction.

General Advanced & Gifted program qualifications are set forth by Georgia Department of Education (GaDOE) guidelines and implemented in accordance with specific Ethos Classical program criteria. These requirements are subject to change year to year; therefore, scholars may need to re-qualify annually to remain in the A&G program.

Participants in the Advanced & Gifted program are expected to maintain exemplary progress and achievement. If you feel your scholar qualifies for the program, please contact Kierra Gambrell kierra.gambrell@ethosclassical.org for additional information.

SECTION 504 PLANS

Under Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act, some school-age children with disabilities who do not meet the eligibility criteria for Special Education services may be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities.

Children are entitled to such protections, adaptations, and accommodations when they have a documented disability that:

(1) has a physical or mental impairment that substantially limits a major life activity; (2) has a record of such an impairment; or

(3) is regarded as having such an impairment. The determination of whether a scholar has a physical or mental impairment that substantially limits a major life activity (and therefore has a disability) must be made on a case-by-case basis and is subject to review by the school 504 team. After all documentation of the disability and its academic impact for the scholar is collected, an eligibility meeting will be held with the teacher(s), parent/legal guardian, 504 coordinator, and administrator to determine plan eligibility and appropriate accommodations.

RESPONSE TO INTERVENTION (RTI)/MULTI-TIERED SUPPORT SYSTEM (MTSS)

Ethos Classical supports the academic achievement of all scholars, particularly those most at-risk. The Response to Intervention (RTI)/Multi-tiered Support System (MTSS) team composed of parents, teachers, administrators, trained professionals and the scholar (as appropriate), uses a tiered model incorporating problem-solving methods and research

based interventions to identify and serve scholars having academic, behavioral or emotional difficulties. The goal of the RTI/MTSS process is for the teacher and/or parent to work together so the scholar may achieve a satisfactory rate of progress in the regular educational setting, preventing the need for more intensive services at a later period. In accordance with the Georgia Department of Education, all scholars at Ethos Classical participate in the RTI/MTSS process, which is embedded in the school's instructional model. This model includes standards-based curriculum, direct instruction from certified teachers, other supplemental programs, as well as all state mandated assessments. As a scholar identified as needing Tier 2 or Tier 3 supports, they would receive supplemental help from their teacher, such as small group or individual sessions and/ or other research-based interventions and may move up the tiered process for additional support. The teacher, intervention specialist, and the parent form a partnership to determine which additional interventions are required to further support the scholar's learning needs. In addition, older scholars (Grades 4 and up) are encouraged to participate in this decision-making process.

The teacher and learning coach/ parent carefully follow and document the scholar's response to those interventions over a course of six to twelve weeks. During this period, data is collected and reviewed to determine whether the recommended interventions are effective. Once the data has been collected and reviewed, the Student Support Team (SST), made up of the classroom teacher, parent, and other intervention specialists, reviews the scholar's progress, assignments, assessment scores, educational and family learning history, medical history and the results of the interventional strategies previously attempted with the scholar. If the interventions have shown little to no effect on scholar progress, the SST may recommend a referral for further academic or behavioral screenings, a comprehensive diagnostic evaluation and/or a referral to participate in other supplemental programs designed for more intensive scholar support. Since RtI/MTSS is a process, not a program, scholars may move up and down through the tiers throughout their academic career. The goal of RtI/MTSS is a proactive one, to provide scholars with the tools necessary to achieve academic success.

Note: Regardless of whether a scholar is struggling or typically does well academically, there may be times that extra support is required to master a skill or concept.

COUNSELING AND STUDENT SUPPORT SERVICES

Through a holistic approach, the Ethos Classical Counseling Department will empower all scholars to reach their highest potential by using a comprehensive school counseling program that promotes academic and personal/ social development. Our program will foster the growth of each scholar as a civic-minded contributor with their local communities and beyond.

The mission of Ethos Classical's School Counseling Department is to provide a data-driven comprehensive school counseling program that is proactive, developmentally appropriate and one that will assist all scholars in acquiring the mindsets and behaviors needed to become productive scholars, responsible citizens, and lifelong learners. The School Counselor at Ethos Classical will collaborate with all stakeholders, including scholars, parents/guardians, staff and community members to work towards meeting the needs of all scholars.

All stakeholders within Ethos Classical share in the benefits of its comprehensive school counseling program.

Student Benefits

- Access for all scholars to the comprehensive school counseling program.
- Monitors and interprets data to facilitate scholar improvement and school success.
- Provides strategies for closing the achievement gap.
- Advocates for scholars and promotes equitable access to educational opportunities.
- Offers career and social/ emotional development.

Parent/ Guardian Benefits

- Supports active partnerships for scholar learning and career planning.
- Invites and coordinates access to school and community resources.
- Advocates for scholar academic and personal development.
- Provides training and informational workshops.
- Provides data for information on scholar progress.

SUICIDE AWARENESS AND MENTAL HEALTH SUPPORT

Ethos Classical is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its scholars. Information will be provided to scholars about suicide prevention and positive attitudes about mental health. This will increase scholars' ability to recognize the warning signs of suicide and how to seek help for the individual.

Many of the indicators of abuse are common to multiple categories of abuse. Indicators like running away, school problems, aggression, depression, anxiety, withdrawal, excessive worries, substance abuse, self- injury, and suicidal thoughts or actions could be a response to any type of abuse.

Deciding why a child needs help is less important than acting on your concern that a child is in harm's way. If the child you are concerned about has attempted suicide in the past or your concern is about the danger that the child represents to him or herself, you may want to contact the Suicide Prevention Lifeline 988 (call or text) to learn more.

Some of the warning signs that someone is at high risk include:

- Shows extremes in behavior, such as overly compliant or demanding behavior, extreme passivity, or aggression
- Inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example)
- Is delayed in physical or emotional development
- Has attempted suicide
- Reports a lack of attachment to the parent
- Looking for a way to kill oneself, such as searching online or buying a gun
- Talking about feeling hopeless or having no reason to live
- Talking about feeling trapped or in unbearable pain
- Talking about being a burden to others
- Increasing the use of alcohol or drugs
- Acting anxious or agitated; behaving recklessly
- Sleeping too little or too much
- Withdrawing or feeling isolated
- Showing rage or talking about seeking revenge
- Displaying extreme mood swings
- Talking about wanting to die or kill oneself

If you are concerned about your child or you are having thoughts of suicide, please access or contact the school counselor or social worker for more information related to suicide

prevention services available in your area. For access to services and immediate crisis help, call the Georgia Crisis & Access Line (GCAL) at 1-800- 715-4225, available 24/7. You may also contact the National Suicide Prevention Lifeline at 988.

PREVENT CHILD ABUSE

It takes parents, caregivers and supportive resources to help children thrive. Parents and children are often in complex situations and need professional and community support. Prevent Child Abuse Georgia provides the 1-800-CHILDREN Helpline whose bilingual staff are trained to listen to parents and help connect them with programs and services in their neighborhood.

Here's how you can help:

1. Call the 1-800-CHILDREN (1-800-244-5373) Helpline to talk to trained professionals to connect them with supportive programs in their area.

2. Go online to use the 1-800-CHILDREN Resource Map, which contains over 3,000 local and statewide programs designed to assist and support families. See what services are available in your area.

3. Use the FREE helpline 1-855-GA-CHILD (1-855-422-4453).
4. Additional information about 1-800-CHILDREN is located at PCAGeorgiaHelpline.org.

The 1-800-CHILDREN Helpline can connect caregivers with:

- Parenting support
- After school and other child programs
- Counseling and support groups
- Referrals for legal needs
- Grandparent raising grandchildren
- Concerns about well-being of a child or family member
- Family violence concerns
- Community resources for emergency assistance

The Helpline is toll free, bilingual, available Monday to Friday, from 8 a.m. to 6 p.m., and a good place to discuss options.

How to Report Child Abuse
Reports are taken 24 hours a day, 7 days a week by calling 1-855-GACHILD / 1-855-422-4453

MONIQUE BURR CHILD SAFETY MATTERS PROGRAM

In accordance with Senate Bill 401, which requires all public schools to implement age-appropriate sexual abuse and assault awareness and prevention education for scholars in grades K-5, Ethos Classical uses the Monique Burr Child Safety Matters program from the Monique Burr Foundation for Children. The goal of the Program is to help keep our scholars safe. The Program empowers children to spot and respond to bullying, cyberbullying, child abuse, and digital dangers. Most importantly, it teaches that adults are responsible for children's safety. The Program is based on the latest research. It has been reviewed and endorsed by national experts.

Why does your child need a safety program?

- 10% of children are abused before their 18th birthday
- 14% of children have been solicited online
- 28% of scholars have been bullied
- 90% of children between 8 and 16 years have viewed explicit material online

The School Counselor facilitates the lessons with scholars during the Spring semester. Families are provided information before the program starts and parents have an opportunity to opt their scholars out of the program. You can download the "Child Safety Matters" app at no cost from the App Store or Google Play.

COMMUNICATION AND FAMILY PARTICIPATION

PHONE USE

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

TEACHER CONTACT

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

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

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

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

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

FAMILY ONBOARDING

Families are required to attend Family Onboarding each year. Families will receive a written communication via email, in addition to individualized and robo-calls with the exact times of

the onboarding calls. Families will be able to get their questions answered by the school's knowledgeable staff.

FAMILY NIGHTS, BREAKFASTS, AND WEEKEND EVENTS

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

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

MEETING WITH TEACHERS

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

JOY FACTOR SCHOOL NEWSLETTER

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

VOLUNTEER ON CAMPUS

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

1. *Complete Mandated Training.* O.C.G.A. § 19-7-5 requires all school personnel — including school volunteers — who have contact with scholars to receive training to assist in the identification of child abuse and neglect. In order to volunteer on campus, all volunteers must submit verification of completion of mandated reporter training. A free, online training can be completed here. Further, any volunteer who will have access to scholars' education records will be required to complete training under the Family Educational Rights and Privacy Act ("FERPA").

2. *Schedule your volunteer time in advance.* School leaders and teachers are responsible for preparing and also delegating work to family volunteers. In order for

school staff to prepare for a volunteer's time and productivity on campus, all family volunteers must be scheduled in advance by signing up on ParentSquare. Please make sure to check in with the Front Office when you arrive for your scheduled volunteer time so that you can receive a visitor's pass. Visitors are expected to wear their visitor's pass throughout the entire duration of their visit to Ethos Classical. All visitors must be escorted during their visit unless they are volunteering after/before school.

3. *Refrain from talking to, engaging with or disciplining scholars – including your own – in classrooms, as well as talking to or engaging with school staff.* Scholars are expected to remain focused on their learning while in school. Families should not engage with scholars or instructional staff during instructional time by talking with them, observing their work, etc. We strive every minute of every day for 100% scholar and staff engagement in learning and ask that you respect our efforts by disrupting our natural school day as little as possible. Our staff has been extensively trained on specific teaching methods and behavior management techniques. Volunteers should allow the teacher to lead all aspects of the instructional program, and not discipline scholars, including their own.

JOY SQUAD

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

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

- Attend Family Onboarding to review school expectations, the Family Handbook, and double-check any logistical items
- Reinforce Ethos academic expectations at home
- Ensure your child is on time and in full uniform every day
- Read to and/or with your child for at least 15 - 20 minutes every day, including weekends
- Ensure your child completes the nightly Lifework, sign the T.R.U.E. Report and Lifework agenda, as well as return the Scholastic Magazine work
- Attend all parent conferences with your child's teacher to discuss progress and pick up your child's report card

GENERAL POLICIES

ELECTRONIC DEVICES

Ethos Classical is committed to maintaining a focused, distraction-free learning environment. In accordance with Georgia's Distraction-Free Education Act, scholars in grades K–7 may not access or use personal electronic devices during the school day.

Cell phones, smartwatches, earbuds, and other personal devices must be turned off and checked in or stored in the school-designated location upon arrival. Exceptions may be made for an IEP, Section 504 Plan, documented medical need, or school-approved purpose.

Families who need to reach a scholar during the school day should contact the appropriate campus front office.

Emergency Contact Protocol

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

Policy Guidelines

- All scholars (Grades K–7) must turn off and check in cell phones and communication-enabled smartwatches upon arrival.
- Devices must remain stored in the designated school technology cabinet for the duration of the school day, including during before- and after-school activities.
- Carrying, using, or displaying a phone or smartwatch during the school day is strictly prohibited, including during lunch, recess, transitions, or dismissal.
- Ethos Classical is not responsible for lost, stolen, or damaged devices.

TOYS

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

BIRTHDAYS

Scholars are permitted to bring store-bought treats to be shared with classmates when the teacher is notified at least 24 hours in advance. Families can notify the teacher by sending a message via ParentSquare or email. We recommend families bring cupcakes or cookies that

are already prepared in individual servings. Celebrations can include a treat, party favors, or special snack. Please ensure that all treats are nut free. Birthday celebrations for elementary school must happen during your scholar's designated lunch time.

Parents are not required to send birthday treats to school. The Ethos Classical community will sing "Happy Birthday" regardless of whether families have sent anything to school. Birthday treats should be in individual servings and easy and quick to serve.

Large productions like pizza parties, for example, are not permitted for birthdays. We will celebrate birthdays in classrooms during snack or the last half of lunch. Please do NOT bring ice cream, as this is difficult to serve and clean. Individual goodie bags are permitted as long as every scholar in the scholar's class receives one. Invitations for individual birthday parties are not to be distributed at school unless there is an invitation included for every child in the scholar's class.

OTHER CELEBRATIONS

We know holidays can be exciting times of year for children. The many celebrations that take place at Ethos Classical center on school traditions, academics, or celebrate our scholars as individuals and a whole. These include things such as the 100th Day of School, Holidays Around the World, Black History month celebration, End of Year celebration and others.

GIFTS FOR SCHOOL STAFF

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

SCHOOL RULES, DISCIPLINE, AND THE CODE OF CONDUCT

Ethos Classical's expectations for scholar behavior, discipline procedures, and related policies are set forth in the Ethos Classical Code of Conduct (Grades K–7), which families receive and acknowledge alongside this Family Handbook. The Code of Conduct includes, among other policies:

- Scholar Attendance, Tardies, and Truancy (aligned with SBOE Rule 160-5-1-.02)
- Anti-Bullying Policy (aligned with O.C.G.A. § 20-2-751.4), including cyberbullying and the required alternative-education referral for scholars in Grades 6 and above after a third act of bullying
- Searches and Confiscation of Scholar Property
- Medication and Health Items (possession rules)

Families are encouraged to review the Code of Conduct in full. Where a topic appears in both documents, the two are intended to be read together.

Last amended 06/29/2026

POLICIES AND PROCEDURES FOR REPORTING CHILD ABUSE AND NEGLECT

Ethos Classical is committed to protecting the safety and well-being of every scholar. School employees and volunteers receive training on recognizing and reporting suspected child abuse and neglect.

Under Georgia law, school personnel and other child-service organization personnel are mandated reporters. A mandated reporter who has reasonable cause to believe that a child has been abused or neglected must immediately report the concern, and no later than 24 hours after the concern arises, in accordance with O.C.G.A. § 19-7-5.

Reports may involve suspected physical abuse, neglect, exploitation, child endangerment, sexual abuse, or sexual exploitation. Proof is not required before a good-faith report is made.

Ethos Classical personnel must follow the school's mandated-reporting procedures by promptly notifying the Chief Executive Officer or designated school official and ensuring that the report is submitted to the Georgia Division of Family and Children Services or the appropriate law-enforcement agency. No employee or supervisor may suppress, change, delay, or prevent a required report.

Suspected child abuse or neglect may be reported to Georgia DFCS at **1-855-GA-CHILD (1-855-422-4453)**. If a child is in immediate danger, call **911**.

Reports and related records will be handled confidentially as required by law. School personnel will not share the details of a report with families or other individuals unless disclosure is authorized or required by law. Ethos Classical may separately communicate with a family regarding a school-based safety review or investigation when doing so will not interfere with a DFCS or law-enforcement investigation.

A person who knowingly and willfully fails to make a required report may be subject to criminal and professional consequences. Retaliation against anyone who makes a good-faith report is prohibited.

REPORTING ACTS OF SEXUAL ABUSE OR SEXUAL MISCONDUCT

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

enforcement authorities. Each local school system shall be required to implement and follow such a state-mandated process and shall include the mandated process in scholar handbooks and in employee handbooks or policies."

The following is the reporting process:

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

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

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

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

HOMELESS SCHOLARS EDUCATIONAL PROCEDURES

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

Scholars identified as homeless or "in transition" will be given full opportunity to meet state and local academic achievement standards and will be included in state and district wide assessments and accountability systems. Our school will ensure that children and youth in transition are free from discrimination, segregation, and harassment. Homeless scholars will be provided all district services for which they are eligible, including limited English proficiency, vocational and technical education programs, gifted and talented programs, and after school programs where applicable.

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

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

Definitions:

- A child or you shall be considered to be experiencing homelessness for as long as he or she is in a living situation as described above.
- Unaccompanied youth means a youth not in the physical custody of a parent or guardian, who is in transition as defined above.
- Immediate means without delay

- School of origin means the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

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

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

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

Disputes and Resolution of Complaints: Any complaints will be submitted in writing to the Governing Board who will resolve the issue. The parent and the scholar will be given every opportunity to participate meaningfully in the resolution of the dispute. The district liaison will keep records of all disputes in order to determine whether particular issues are delaying or denying the enrollment of homeless children and youth repeatedly.

Program Procedures:

1. Ethos Classical is responsible for identifying a homeless liaison (School Counselor).

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

Enrollment/Withdrawal

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

Program Training and Information Dissemination

The Homeless Liaison or designee annually conducts training and sensitivity/awareness activities each fall to heighten the awareness of the following personnel of the specific needs of unaccompanied and homeless youth: School Leadership, teachers, and support personnel. Homeless liaison will lead and coordinate the schools' compliance with this policy and will receive training annually. Meeting documentation includes the PowerPoint presentation, agenda, and sign-in sheets. The Homeless Liaison or designee distributes posters and brochures throughout the school and in the Family Resources center in the lobby. Posters and brochures are also distributed to the community throughout the year at various locations including but not limited to the following: Department of Family and Children Services, Community Centers, Local Churches, Health Department, Fire Department, Hospital, Soup Kitchen, Local Law Enforcement, Safe Haven, and Local Doctor Offices.

Transportation

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

Academic Credit

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

McKinney-Vento Homeless Liaison
Camry Fowler, School Counselor

Foster Care
Ethos Classical is committed to the educational stability of scholars in foster care, consistent with the Every Student Succeeds Act (ESSA) and Georgia Department of Education requirements.

- **Educational Stability / School of Origin.** A scholar in foster care remains in his or her school of origin unless a best-interest determination finds that remaining is not in the scholar's best interest. Best-interest determinations are made collaboratively by Ethos Classical, the local child welfare agency (DFCS), and, as appropriate, the caregiver, considering the scholar's needs, safety, and continuity of instruction.
- **Immediate Enrollment.** If a change in placement is determined to be in the scholar's best interest, the scholar is enrolled immediately, even if unable to produce records normally required for enrollment (academic, medical, or residency). The enrolling school immediately contacts the school of origin to obtain relevant records.
- **Transportation.** Ethos Classical collaborates with the local child welfare agency to provide cost-effective transportation to the school of origin when needed, in accordance with ESSA.
- **Dispute Resolution.** If a dispute arises regarding school placement, the scholar remains in the school of origin while the dispute is resolved, and the family/caregiver may contact the Foster Care Point of Contact.

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

All complaints should be directed to the Director of Culture & Scholar Intervention & Director of Operations.

PROTECT STUDENTS FIRST ACT COMPLAINT RESOLUTION POLICY

In accordance with O.C.G.A. § 20-1-11 (Protect Students First Act), Ethos Classical shall not be required to respond to a complaint made pursuant to this policy unless it is made by:

- A parent or legal guardian of a scholar enrolled at the Ethos Classical campus where the alleged violation occurred;
- A scholar who has reached the age of majority or is a lawfully emancipated minor and who is enrolled at the Ethos Classical campus where the alleged violation occurred; or
- An individual employed as a school administrator, teacher, or other school personnel at the Ethos Classical campus where the alleged violation occurred.

1. The complaint shall first be submitted in writing to the Principal of the Ethos Classical campus (Elementary School or Middle School) where the alleged violation occurred.
2. The complaint shall provide a reasonably detailed description of the alleged violation, including the date(s), location, individuals involved, and the nature of the alleged violation.
3. Within five (5) school business days of receiving the written complaint, the Principal or a designee of Ethos Classical shall review the complaint and take reasonable steps to investigate the allegations contained in the complaint.
4. Within ten (10) school business days of receiving the complaint, unless another schedule is mutually agreed to by the complainant and the Principal or designee, the Principal or designee shall confer with the complainant and inform the complainant:
    - Whether a violation occurred, in whole or in part; and
    - If a violation was found to have occurred, what remedial steps have been or will be taken;

   provided, however, that the confidentiality of scholar or personnel information shall not be violated.

5. Following such conference, within three (3) school business days of a request by the complainant, the Principal or designee shall provide the complainant with a written summary of the findings of the investigation and a statement of remedial measures, if any; provided, however, that such written response shall not disclose any confidential scholar or personnel information.
6. If the complainant disagrees with the Principal's or designee's determination, the complainant may submit a written request for review to the Chair of the Board of

Directors within five (5) school business days of the conference or of receipt of the written summary, whichever is later. The Board of Directors shall review the determination within ten (10) school business days of receiving the written request for review; provided, however, that confidential scholar or personnel information shall not be subject to review pursuant to this paragraph.

- The decision of the Board of Directors shall be subject to review within a reasonable length of time by the State Charter Schools Commission, whereupon the State Charter Schools Commission shall take appropriate remedial measures, including, but not limited to, revocation of a state charter school's charter; provided, however, that confidential scholar or personnel information shall not be subject to review pursuant to this subparagraph.

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

Records Request

Any individual described in this policy shall have the right at any time, including prior to filing a complaint, to request, in writing, from the Chief Executive Officer nonconfidential records which he or she reasonably believes may substantiate a complaint under this policy. The Chief Executive Officer shall produce such records for inspection within a reasonable amount of time not to exceed three (3) business days of receipt of a request.

In those instances where some, but not all, of the records requested are available for inspection within three (3) business days, the Chief Executive Officer shall make available within that period such records that are available for inspection.

In any instance where some or all of such records are unavailable within three (3) business days of receipt of the request, and such information exists, the Chief Executive Officer shall, within such time period, provide the requester with a description of such records and a timeline for when the records will be available for inspection and shall provide the records or access thereto as soon as practicable but in no case later than 30 days after receipt of the request.

If the Chief Executive Officer denies a parent's request for records or does not provide existing responsive records within 30 days, the parent may appeal such denial or failure to respond to the Board of Directors. The Board of Directors must place such appeal on the agenda for its next public meeting. If it is too late for such an appeal to appear on the next meeting's agenda, the appeal must be included on the agenda for the subsequent meeting.

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

In accordance with O.C.G.A. § 20-2-786, as amended, Ethos Classical maintains the following Parents' Bill of Rights Policy, developed in consultation with parents, teachers, and administrators, to promote and facilitate parental involvement in the School. This policy is reviewed and updated annually, is posted on the Ethos Classical website, and is available for review on-site upon request.

SECTION 1. Right to Access the Following Information

Parents/guardians may request access to the following information under this Policy, by submitting a request in writing to the Chief Executive Officer

A. Instructional Materials: Parents/guardians shall have the right to learn about their child's course of study, which includes the right to access instructional materials intended for use in their child's classroom. Such instructional materials shall be made available for review during the first two weeks of each grading period (the "review period"). Instructional materials will be posted online when available. If instructional materials are not available online, parents/guardians may request to review them on-site during the review period by contacting their child's teacher or the Principal, and the School will schedule the on-site review within the review period.

B. Records Relating to Your Child: Parents/guardians shall have the right to review records relating to their child, including, but not limited to, current grade reports and attendance records. A request for this information should be made in writing, and delivered to the Chief Executive Officer.

C. Promotion and Retention Policies and Requirements: Parents/guardians shall also have the right to access information relating to promotion and retention policies.

   Information requested under this policy shall be made available for inspection within a reasonable amount of time not to exceed three school days of receipt of a request. In those instances where some, but not all, of the information requested is available for inspection within three school days, the Principal or designee shall make available within that time period such information as is available. In any instance where some or all of the information is unavailable within three school days of receipt of the request, and such information exists, the Principal or designee shall, within such time period, provide the requester with a description of such information and a timeline for when the information will be available for inspection and shall provide the information or access thereto as soon as practicable but in no case later than 30 days of receipt of the request.

SECTION 2. Right to Object to Instructional Materials

If a parent/guardian objects to any instructional materials intended for use in their child's classroom or recommended by their minor child's teacher, the parent/guardian shall first, as soon as possible after becoming aware of the objection, raise the objection with the child's teacher in which classroom the material is intended for use and/or who recommended the material. The teacher shall respond to the objection within five school days of its receipt, or as soon thereafter as is reasonably practicable.

If the parent/guardian is unsatisfied with the teacher's response, then within five school days of receiving the response, the parent/guardian shall submit a written objection to the Chief Executive Officer. Such objections should include a description of the allegedly objectionable material, the course in which the material is intended or recommended to be used, why the parent/guardian believes the material is objectionable, and, where possible, should attach a copy of the objectionable material.

The Chief Executive Officer will review the objection and within five school days of receiving the written objection, or as soon thereafter as is reasonably practicable, respond in writing to the parent/guardian to offer a resolution to the objection.

If the parent/guardian disagrees with the Chief Executive Officer's proposed resolution, the parent/guardian may appeal to the Board of Directors. The Board of Directors or its designee will review the matter at its next regularly scheduled meeting or as soon thereafter as is reasonably practicable, and notify the parent/guardian, relevant teacher, and Principal of its decision on the matter in writing.

SECTION 3. Right to Withdraw Child from Sex Education
To the extent that any sex education is proposed as part of your child's course of study, you will be notified in advance by your child's teacher. Upon notification, you have the right to withdraw your child from the School's prescribed course of study in sex education by providing written objection to your child's teacher of your child's participation.

SECTION 4. Right to Opt-Out of Photographs, Videos, and Voice Recordings of Your Child
Parents/guardians shall have the right to provide written notice that photographs, videos, or voice recordings of their child(ren) are not permitted. Written notice should be submitted to the Principal and will remain in effect for the school year unless revoked in writing. This opt-out is subject to applicable public safety and security exceptions. For example, all scholars at the School will be subject to being recorded by the School's surveillance cameras.

SECTION 5. Review Procedures

If the Chief Executive Officer denies a request for information or does not provide existing responsive information within 30 days, the parent/guardian may appeal such denial or failure to the Board of Directors. The Board of Directors must place the appeal on the agenda for its next public meeting. If it is too late for such an appeal to appear on the next meeting's agenda, the appeal must be included on the agenda for the subsequent meeting.

A parent aggrieved by the decision of the Board of Directors may appeal to the State Board of Education, as provided in O.C.G.A. § 20-2-1160(b).

SECTION 6. Transfer of Education Records

When a scholar enrolls, intends to enroll, or is considering enrollment in another school, Ethos Classical will produce the scholar's education records to that school upon request, in accordance with O.C.G.A. §§ 20-2-667 and 20-2-670 and within the timelines required by law. Requests from receiving schools and parents/guardians should be directed to the Enrollment Team at enroll@ethosclassical.org. Parents/guardians may request a copy of the records being transferred.

SUICIDE PREVENTION POLICY

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

- Scholars will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, support systems, and seeking help for themselves and friends. This curricular content will occur in all health classes throughout the school year, not just in response to a suicide, and the encouragement of help-seeking behavior will be promoted at all levels of the school leadership and stakeholders
- The School Counselor is designated as the suicide prevention coordinator to serve as a point of contact for scholars in crisis and to refer scholars to appropriate resources
- When a scholar is identified as being at-risk, a risk assessment will be completed by a trained school staff member who will work with the scholar and help connect the scholar to appropriate local resources
- Scholars will have access to national resources that they can contact for additional support, such as:
    - National Suicide Prevention Lifeline: 988 suicidepreventionlifeline.org
    - The Trevor Lifeline: 1-866-488-7386 thetrevorproject.org/get-help-now
    - Trevor Lifeline Text/Chat Services, available 24/7 Text "START" to 678-678
    - Crisis Text Line: Text HOME to 741-741 crisistextline.org

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

Additionally, the Chief Executive Officer, or his/her designee, will provide training to all staff and shall use resources from the Georgia Department of Education which include a list of approved training materials that fulfill the requirements of O.C.G.A. § 20-2-779.1. The designated person delivering the training may include any other training materials currently being used by the school if such training materials meet the criteria established by the GaDOE.

Approved materials shall include training on how to identify appropriate mental health services, both within the school and also within the larger community, and when and how to refer youth and their families to those services. Approved materials may include programs that can be completed through self-review of suitable suicide prevention materials.

In accordance with state law, no person shall have a cause of action for any loss or damage caused by any act or omission resulting from the implementation of this policy or its

implementing procedures or resulting from any training, or lack thereof, required by state law or this policy. The training, or lack thereof, required by the provisions of state law shall not be construed to impose any specific duty of care. Neither the training nor the procedures are designed to impose ministerial duties but to provide a framework in which educators can exercise their professional judgment in the best interest of scholars.

ACCEPTABLE USE POLICY

Computers are used to support learning and enhance instruction. Students will use computers frequently in their regular classrooms. However, computer privileges depend on a scholar using the technology in a responsible, efficient, ethical, and legal manner. A scholar may not:

- Use the Internet for any illegal purpose;
- Use any social networking site;
- Use profane, obscene, impolite or abusive language;
- Change computer files that do not belong to the user;
- Violate someone else's privacy;
- Share his/her password with anyone except adults at the school.

Unacceptable use of the Internet will result in immediate revocation of access privileges.

Access to the Internet for Ethos Classical is provided for the sole purpose of academic instruction. The use of the Internet must be in support of education and consistent with the educational objectives of Ethos Classical. Transmission of any material in violation of any U.S. or state law or regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening, abusive, or obscene material, or material protected by trade secrets. Illegal activities and privacy and safety violations of the Children's Online Privacy Protection Act (COPPA) and the Children's Internet Protection Act (CIPA) are strictly prohibited.

POLICIES AND PROCEDURES FOR SERVING STUDENTS WITH DISABILITIES

SERVING STUDENTS WITH DISABILITIES

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

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

Certain related services mandated by an IEP may require a referral to an external agency by Ethos Classical for either on-site or off-site services. The Director of Culture and Intervention will follow-up and monitor any off-site services that are provided for scholars. Services for which Ethos Classical Charter School will work with an external provider may include:

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

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

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

PROCEDURAL SAFEGUARDS FOR STUDENTS WITH DISABILITIES

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

Ethos Classical campus officials may suspend scholars with disabilities and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing special education procedural safeguards. Detentions do not count toward the 10-day limit, so long as the scholar is afforded the opportunity to continue to appropriately participate in the general curriculum and continues to receive the services specified in his or her IEP. the Chief Executive Officer has discretionary flexibility in regards to the amount of days of suspensions given to each scholar with disability. Scholars with disabilities can be suspended in excess of 10 school days in certain circumstances.

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

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

The 504 committee or IEP team must:

- Determine whether the misconduct is related to the scholar's disability by reviewing evaluation and diagnostic results, information from the parent/guardian, observations of the scholar, and the scholar's 504 plan or IEP and/or BIP. The behavior is considered a manifestation of the scholar's disability if:
    - The team finds that the scholar's behavior was caused by or had a direct and substantial relationship to the scholar's disability, or
    - That the behavior was a direct result of the School's failure to implement the 504 Plan, IEP, and/or BIP.

- Determine the appropriateness of an interim alternative educational setting, and, as indicated, include in the 504 plan or IEP those services and modifications that will

enable the scholar to continue to participate in the general curriculum and address the behavior so it will not recur.

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

DISCIPLINARY PROCESS FOR SPECIAL EDUCATION STUDENTS

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

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

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

GRIEVANCE PROCEDURE

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

1. State their complaint in writing to the Chief Executive Officer. the Chief Executive Officer will receive complaints both via physical letter and via email to his or her disclosed Ethos Classical official email address.

2. Within five (5) days of receiving an official complaint, the Chief Executive Officer will investigate, take appropriate action, and inform the complaining stakeholder of that action.

3. If that action does not satisfy the stakeholder, then they will be invited to submit their complaint to the Chair of the Board of Directors within ten (10) days of receiving the Chief Executive Officer's decision.

4. Then, within ten (10) days of receiving the complaint, the Chair of the Board will convene a committee of the Board which will investigate and render a decision.

5. The decision of the committee in ordinary circumstances will be final. In the event that the committee is unable to reach a decision and/or the grievance is of such a nature that it could interfere with the normal operations of Ethos Classical, then the committee

will bring the complaint to the whole Board for consideration as soon as is practicable after the committee decides it cannot make a final decision.

6. The grievant shall have the right to appeal any decision by the Governing Boards to the State Board of Education pursuant to O.C.G.A. § 20-2-1160.

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

POLICY FOR SERVING ENGLISH LANGUAGE LEARNERS

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

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

Students who are eligible for the ESOL program are assigned an English language proficiency Level 1-5 based on results of the Wida Assessment Proficiency Test (WAPT) at the time of registration. EL scholars are exited from the ESOL program when they reach Level 5 on the ACCESS placement test. Students are monitored for two years after exiting the ESOL program. Parents are notified if the child qualifies for ESOL services or if the child exits the program. Ethos Classical follows the eligibility criteria and exit requirements found in SBOE Rule 160-4-5-.02.

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

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

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

Last amended 06/29/2026

PROFESSIONAL QUALIFICATIONS POLICY

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

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

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

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

NEPOTISM POLICY

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

- Board members and their immediate family members (as defined below) will be excluded from consideration for employment by the organization.

- Any employee of Ethos Classical who has or acquires a familial relationship (as defined below) with another employee shall not have any direct or indirect administrative or operational authority over the other person. This prohibition means not only that a person cannot supervise a family

member but also that the family member cannot be in that person's line of management.

- An employee of Ethos Classical cannot use his/her authority or position with Ethos Classical to benefit or to disadvantage another employee in a familial relationship. Although all such potential misuses of authority cannot be listed here, examples include an employee signing an evaluation for a family member or signing/approving a check payable to a family member.

- Employees are required to notify the Chief Executive Officer of (a) any existing familial relationships; (b) any familial relationships that are created among employees (for example, by the marriage of two employees); and (c) the potential employment by Ethos of a family member.

- Ethos Classical will refuse to hire a job applicant who is in a familial relationship with a current employee if the applicant would be in a supervisory or subordinate position to the existing employee. Ethos Classical employees who marry one another during their employment will be allowed to remain with the school unless they are in a superior-subordinate relationship and there is no open position to which one of them may be moved.

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

FERPA NOTICE

The Family Educational Rights and Privacy Act (FERPA) affords parents and scholars over eighteen years of age certain rights with respect to scholar educational records. Those rights are:

1. The right to inspect and review the scholar's educational records within forty-five (45) days of the date Ethos Classical receives a request for access.

   Parents should submit to the school administrator (or appropriate school official) a written request that identifies the record (s) they wish to inspect. The administrator or designee will arrange a records inspection for the parent or eligible scholar.

2. The right to request the amendment of the scholar's educational records that the parent or eligible scholar believe are inaccurate or misleading.

   Parents may ask Ethos Classical to amend a record that they believe is inaccurate or misleading. They should write to the school administrator, clearly identify the part of the record that they want changed, and specify why it is inaccurate or misleading.

   Should Ethos Classical decide not to amend the record as requested by the parent or eligible scholar, we will notify the parent or eligible scholar of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures is available to the parent or eligible scholar when notified of the right to a hearing.

3. The right to provide written consent before Ethos Classical discloses personally identifiable information ("PII") contained in the scholar's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official includes a person employed by Ethos Classical as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, collection agency, medical consultant, or therapist; a parent or scholar volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, scholar, or other volunteer assisting another school official in performing his or

her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. (34 C.F.R. § 99.31(a)(1)).

Further, upon request, Ethos Classical discloses education records without consent to officials of another school or school district in which a scholar seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the scholar's enrollment or transfer. (34 C.F.R. § 99.31(a)(2)).

FERPA also permits disclosure of PII from scholars' education records without consent:

To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible scholar's State (SEA). Disclosures under this provision may be made, subject to the requirements of 34 C.F.R. § 99.35, in connection with an audit or evaluation of Federal-or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf (§§ 99.31(a)(3) and 99.35).

In connection with financial aid for which the scholar has applied or which the scholar has received, if the information is necessary to determine eligibility for the aid, the amount of the aid, the conditions of the aid, or to enforce the terms and conditions of the aid (§ 99.31(a)(4)).

To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the scholar whose records were released, subject to § 99.38 (§ 99.31(a)(5)).

To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer scholar aid programs; or (c) improve instruction (§ 99.31(a)(6)).

- To accrediting organizations carrying out their accrediting functions (§ 99.31(a)(7)).
- To parents of an eligible scholar if the scholar is a dependent for IRS tax purposes (§ 99.31(a)(8)).
- To comply with a judicial order or lawfully issued subpoena (§ 99.31(a)(9)).
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36 (§ 99.31(a)(10)).
- Information the school has designated as "directory information" under § 99.37 (§ 99.31(a)(11)).

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Ethos Classical to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office

U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-8520

5. Ethos Classical may disclose appropriately designated "directory information" without written consent, unless you have advised the School to the contrary in accordance with School procedures. Disclosures of “directory information” relating to individual scholars will be made under limited circumstances without the written consent of the parent, legal guardian or eligible scholar. These circumstances include when directory information is posted in schools such as on displayed scholar work; when printed in school or district publications such as graduation programs, yearbooks or school playbills; in district communications for scholar recognition or information; when disclosed to the United States military; law enforcement entities; welfare agencies; colleges, universities and other postsecondary institutions; scholarship-granting organizations; and other entities as approved by the Chief Executive Officer or his/her designee.

Directory information is information that is generally not considered harmful or an invasion of privacy if released. The School has designated the following information as “Directory Information”: scholar or parent/guardian name(s); scholar or parent/guardian address(es); scholar or parent/guardian telephone listing(s); email address for scholar and/or parent/guardian; photograph or image of the scholar; scholar’s date and place of birth; scholar grade level; scholar participation in officially recognized clubs and athletic activities; scholar weight and height, if the scholar participates in an athletic activity; dates of attendance at Ethos Classical; enrollment status; most recent educational agency or institution attended; and degrees, honors, and awards received.

The School records and maintains audio recordings and video or photographic footage and audio recordings of scholars on school property and at school events in locations including, but not limited to, parking lots, school buses, lunchrooms, classrooms and hallways. Such information is used and maintained for security and other informational purposes, including yearbooks, video yearbooks, school publications, school/district websites and district/school social media such as Twitter, LinkedIn, Instagram and Facebook. In many cases, recordings or photographs contain directory or peripheral video or photographic footage of scholars engaged in day-to-day activities including, but not limited to, walking to class and attending classroom or participating in school/district activities. The School or School designees may crop, edit, or treat the photograph, video, or audio clip at its discretion.

Peripheral video footage, photographic images, or audio recordings of day -to-day scholar activities do not include footage of a scholar or scholars committing, being involved in, or witnessing a violation of law or School or school rule, procedure, or policy. The School may also determine that other activities do not qualify as peripheral images, footage, or recordings on case-by-case basis.

You have the right to limit or refuse the disclosure of "Directory Information". If you do not want the School to disclose any or all of the above information as Directory Information, you must notify the Chief Executive Officer in writing within 10 days of receipt of this notice/handbook to opt out of having your child's information included as Directory Information. The written notice must:

(1) include the name of the scholar; (2) include a statement that the parent/guardian or eligible scholar is opting out of the disclosure of Directory Information under FERPA; and (3) be signed and dated by the parent, guardian, or eligible scholar (a scholar age 18 or older).

Please note that your written notice will be effective for the current year only and must be renewed on an annual basis should you wish to continue to opt out of the release of Directory Information.

Each school is to keep any opt out provided in the scholar's permanent record folder and a copy should be forwarded by school mail to Ethos Classical: Attn: Chief Executive Officer.

ASBESTOS HAZARD EMERGENCY RESPONSE ACT (AHERA) NOTICE

This is to give notice that Ethos Classical has updated the AHERA asbestos management plan as required by the Environmental Protection Agency (EPA) of all public and private elementary and secondary schools in the United States, under Federal Law 40 CFR 763, Subpart E. Ethos Classical has met all AHERA requirements including this Annual Notice. The management plan is available for your review in the main office.

REQUIRED IMMUNIZATIONS

State law requires that all children in elementary, middle, and high school must have an updated Georgia Certificate of Immunization.

Immunizations are required for measles, rubella, tetanus, diphtheria, polio, mumps, whooping cough and hepatitis B. The Georgia DHR Form 3231 and Certificate of Immunization must be used for scholars in grades K-12. A local health department computer-generated form is acceptable. Georgia law allows for two types of exemptions from the immunization requirements: medical and religious. Each child must have one of two items on file – either a valid Georgia Immunization Certificate (Form 3231) indicating a medical exemption or a signed, notarized statement, which is called an affidavit of religious exemption.

DIABETES MEDICAL MANAGEMENT PLAN

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

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

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

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

Medication Administration

To keep scholars safe, Ethos Classical follows these procedures for medication at school, consistent with Georgia law and Board policy. (Disciplinary rules regarding unauthorized possession or sharing of medication are addressed in the Code of Conduct.)

- **Authorization required.** Prescription and over-the-counter medication may be administered at school only with written authorization from the parent/guardian and, for prescription medication, a health-care provider's order. Required forms are available from the front office.
- **Delivery and storage.** All medication must be delivered to the front office/health office by a parent/guardian in the original, labeled container and stored securely. Scholars may not carry or self-administer medication except as authorized below.
- **Self-carry / self-administration.** In accordance with Georgia law, a scholar may carry and self-administer prescribed asthma medication (O.C.G.A. § 20-2-774) and auto-injectable epinephrine (O.C.G.A. § 20-2-776), and may self-manage diabetes care (O.C.G.A. § 20-2-779), when authorized in writing by the parent/guardian and prescribing provider and, where applicable, in accordance with the scholar's DMMP, Individual Healthcare Plan, IEP, or Section 504 Plan.
- **Emergency medication.** Consistent with Georgia law, Ethos Classical may maintain and administer, through trained personnel, a stock supply of auto-injectable epinephrine (O.C.G.A. § 20-2-776.1) and albuterol/levalbuterol (O.C.G.A. § 20-2-776.4) to a scholar experiencing an actual or perceived anaphylactic or respiratory emergency, whether or not the scholar has a personal prescription.

Records. Medication administration is documented, and records are maintained confidentially.

VISION, HEARING, DENTAL, & NUTRITION SCREENING

The parent or guardian of a child being admitted for the first time to a public school shall furnish to the school a properly executed Department of Public Health Form 3300: Certificate of Vision, Hearing, Dental and Nutrition Screening. The screenings reported on the certificate shall have been conducted within one year prior to the time that the child is admitted for the first time to a public school. Any child admitted to a public school without a Certificate shall present a Certificate within three months following admission. When a child transfers to another school within Georgia, the Certificate and any related follow-up documentation must be forwarded to the new school.

COMMUNICABLE DISEASES

If there is reasonable cause to believe that an individual has become infected with a communicable disease, the determination of the individual's condition shall be based on reasonable judgment, after consultation with the school nurse and based on the following criteria: the nature of the risk, i.e, how the disease is transmitted; the duration of the risk, i.e., how long the carrier is infectious; the severity of the risk, i.e., the degree of potential harm to third parties; and the probability that the disease will be transmitted and will cause varying degrees of harm. If after consideration of these criteria it is determined that the individual does not present a significant risk of contagion, the individual may remain at the school. If it is determined that the individual does present a significant risk of contagion, the individual should be sent home and the below reporting procedure shall be followed.

Reporting Procedure:

A confirmed communicable disease case should be reported to the Chief Executive Officer or School Nurse.

The School Nurse will complete the Communicable Disease Incident Form and fax it to the Fulton County Health District, which will provide guidance for communicable disease cases that require management beyond the local school level.

Ethos Classical will follow the guidance provided by the Fulton County Health Department for areas such as mass notification, school closure, prophylactic treatment, etc., as well as all communicable disease cases that require management beyond the local school level.

FEDERAL PROGRAMS

Ethos Classical receives Federal Funding under various programs to support scholar education.

Title I, Part A. The purpose of a Title I program is to help low income and low-achieving scholars meet the state's challenging academic content and performance standards. The Title I program offers a variety of services which may include additional teachers and support staff, extra time for instruction, a variety of teaching methods and materials, smaller classes, extensive use of technology by scholars, and additional training for staff.

Title I School Improvement 1003(a). The purpose of the School Improvement 1003(a) grant is to provide financial resources to local educational agencies (LEAs) on behalf of Title I schools identified as Alert, Focus, or Priority.

Title I, Part C — Migrant Education Program. The Migrant Education Program (MEP) is designed to support comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves.

Title II, Part A — Teacher Quality. The purpose of the Title II, Part A program is to increase academic achievement by improving teacher and principal quality.

Title III, Part A — Language Instruction for LEP and Immigrant Students. Title III, Part A provides eligible LEAs with funding to supplement ESOL services already in place. Both ESOL and Title III help ensure that English Learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English.

English to Speakers of Other Languages (ESOL). ESOL is a state-funded instructional program for eligible English Learners (ELs) in grades K-12. The ESOL program is a standards-based curriculum emphasizing academic and social language development based upon the WIDA Consortium English Language Development (ELD) standards. Students served in the ESOL program are required to complete an annual state assessment, the ACCESS.

McKinney-Vento Homeless Assistance Act (Transitional Program). The McKinney-Vento Education for Homeless Children and Youth program is designed to address issues that homeless and unaccompanied minors have faced in enrolling, attending, and succeeding in school. Under this program, each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. (Educational stability for scholars in foster care is addressed separately under the Foster Care section of this handbook.)

APPENDICES

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

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

● *Consent* before scholars are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) –

1. Political affiliations or beliefs of the scholar or scholar's parent;
2. Mental or psychological problems of the scholar or scholar's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the scholar or scholar's parent; or
8. Income, other than as required by law to determine program eligibility.
    - *Receive notice and an opportunity to opt a scholar out of* –
        1. Any other protected information survey, regardless of funding;
        2. Any non-emergency, invasive physical exam or screening required as a condition of attendance,
           administered by the school or its agent, and not necessary to protect the immediate health and safety of a scholar, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
        3. Activities involving collection, disclosure, or use of personal information collected from scholars for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from scholars for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, scholars or educational institutions.)
    - *Inspect*, upon request and before administration or use –
        1. Protected information surveys of scholars and surveys created by a third party;
        2. Instruments used to collect personal information from scholars for any of the above marketing,
           sales, or other distribution purposes; and
        3. Instructional material used as part of the educational curriculum.

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

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

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

Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

EQUAL ACCESS

Equal Access to Public School Facilities- Boy Scout of America Equal Access Act: No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the US Department of Education shall deny equal access or a fair opportunity to meet, or shall discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as patriotic society) that wishes to conduct a meeting with that designated open forum or limited public forum,

including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P.L. 114-95, Section 8525).

ENROLLMENT/CLASS PLACEMENT

Ethos Classical is a charter school that is provided under O.C.G.A. Section 20-2-2065 a waiver of certain requirements of Title 20 of the Official Code of Georgia, including but not limited to the requirements of

O.C.G.A. Sections 20-2-282 through 285 regarding the retention and promotion of scholars. Consistent with the flexibility provided to Ethos Classical under O.C.G.A. Section 20-2-2065, Ethos Classical desires to establish an appropriate policy regarding the procedures for promotion, placement and retention of its scholars.

The placement or promotion of a scholar at Ethos Classical into a grade, class, or program shall be based on an assessment of the academic achievement of the scholar and a determination of the education setting in which the scholar is most likely to receive the instruction and other services needed in order to succeed and progress to the next higher level of academic achievement, in a manner consistent with the policy set forth below.

DEFINITIONS

Accelerated Instruction – challenging instructional activities that are intensely focused on scholar academic deficiencies in reading and mathematics. This accelerated instruction is designed to enable a scholar who has not achieved grade level, as defined by the Accountability Division of the Georgia Department of Education, to meet grade-level standards in a compacted period of time.

Additional Instruction – academic instruction, beyond regularly scheduled academic classes, that is designed to bring scholars not performing on grade level, as defined by the Accountability Division of the Georgia Department of Education, to grade level performance. It may include more instructional time allocated during the school day, instruction before or after the school day, and/or summer or other inter- session instruction.

Differentiated Instruction – instructional strategies designed to meet individual scholar learning needs. Grade Level Achievement – standard of performance, as defined by the Accountability Division of the Georgia

Department of Education, on the state adopted assessment(s).

Placement – the assignment of a scholar to a specific grade level based on the determination that such placement will most likely provide the scholar with instruction and other services needed to succeed and progress to the next higher level of academic achievement.

Promotion – the assignment of a scholar to a higher grade level based on the scholar's achievement of established criteria in the current grade.

Retention – the re-assignment of a scholar to the current grade level during the next school year.

State Adopted Assessment – an assessment in any subject required by the state of Georgia to be administered to scholars.

COMPLIANCE WITH FEDERAL AND OTHER APPLICABLE LAWS AND RULES

Notwithstanding anything to the contrary contained in policy, in compliance with the requirements of the Individuals with Disabilities Education Act ("IDEA"), and its implementing rules and regulations, all decisions regarding the provision of a free, appropriate, public education to scholars served under IDEA, including but not limited to decisions regarding placement, promotion and retention shall be made by the child's IEP team in accordance with the provisions of IDEA, and the decision of the IEP team shall be final. Also notwithstanding anything to the contrary contained in policy, in the event a child is served under Section 504 of the Rehabilitation Act of 1973 ("Section 504") and its implementing rules and regulations, if a parent disagrees with a promotion, placement or retention decision, the child's Section 504 team shall convene to determine whether the District will be providing a free appropriate public education to the child as required by Section 504 if the promotion, placement or retention decision is implemented, and the Section 504 team may make such modifications to the promotion, placement or retention decision to the extent the Section 504 team determines that such changes to the promotion, placement or retention of the child are required in order to provide a free appropriate public education to the child pursuant to the requirements of Section 504. For purposes of this policy, the Section 504 team shall be the Placement Review Team for scholars served under Section 504, all decisions made by the Section 504 team shall be made in a manner consistent with Section 504, and the decision of the Section 504 team shall be final.

Ethos Classical chooses to exercise the flexibility given to it under O.C.G.A. Section 20-2-2065 with respect to promotion, retention and placement of its scholars to the greatest extent permitted by law and in accordance with the terms of this policy; however, to the extent that any laws, rules or regulations cannot be waived or are otherwise required by law to apply to Ethos Classical notwithstanding the flexibility give under O.C.G.A. Section 20-2-2065 or are applicable under Ethos Classical's Charter, Bylaws or other governing documents (collectively "Non-Waivable Laws and Rules"), all such Non-Waivable Laws and Rules shall be fully complied with by Ethos Classical, notwithstanding any other terms of this policy to the contrary.

Legal citations:

O.C.G.A. 20-02-282 Academic Placement and Promotion Policy

O.C.G.A. 20-02-2065 Applicability of title, etc. to charter schools; waiver; requirements with respect to operation, control, and management

29 U.S.C. Section 794 Nondiscrimination under Federal grants and programs 34 C.F.R. 104.33 Free appropriate public education

20 U.S.C. Section 1412 State Eligibility

34 C.F.R. 300.101 Free appropriate public education (FAPE)

FAMILY HANDBOOK ACKNOWLEDGMENT FORM

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

_____

Scholar Name

_____

Parent or Guardian Name

_____

Parent or Guardian Signature

_____

Date