



**2011-2012**

**Parent and Student Handbook  
&  
Code of Civility**

## 2011 – 2012 CALENDAR

<b>JULY - AUGUST 2011</b>		<b>January 2012</b>	
July 25 – August 5	Teacher Pre-service <i>(No Students)</i>	January 2	Winter Holiday – School Closed
August 8	First Day of Student Attendance Beginning of 1 <sup>st</sup> Semester	January 3	Teacher Planning Day No School for students
<b>SEPTEMBER 2011</b>		January 13	Student Early Dismissal (Noon) Report Card Pick-Up
September 5	Labor Day – School Closed	January 16	Martin Luther King Jr. Day – Schools Closed
September 12 - 16	ITBS	January 26	Paragon Night
September 16	Progress Reports Distributed	<b>February 2012</b>	
September 22	Paragon Night	February 17	Student Early Dismissal (Noon) Teacher Professional Development Progress Reports Distributed
September 23	Student Early Dismissal (Noon) Teacher Professional Development	February 20	President’s Day – School Closed
<b>October 2011</b>		February 23	Paragon Night
October 7	End of 1 <sup>st</sup> Quarter Teacher Planning Day No School for Students	<b>March 2012</b>	
October 21	Student Early Dismissal (Noon) Parent Teacher Conferences/Report Card Pick-Up	March 2	End of 3 <sup>rd</sup> quarter Teacher Planning Day No school for students
October 27	Paragon Night	March 16	Student Early Dismissal (Noon) Parent Teacher Conferences/Report Card Pick-Up
<b>November 2011</b>		March 29	Paragon Night
November 22	Paragon Night; Progress Reports Distributed	<b>April 2012</b>	
November 23-25	Thanksgiving Holiday – School Closed	April 2 – 6	Spring Break
<b>December 2011</b>		April 25- May 4	CRCT
December 22	End of 2 <sup>nd</sup> Quarter	April 29	Progress Reports Distributed
December 22	Paragon Night	<b>May 2012</b>	
December 23 – 30	Winter Holiday School Closed	May 14-18	ITBS
 ATLANTA PREPARATORY ACADEMY		May 24	Paragon Night
		May 28	Memorial Day – School Closed
		<b>June 2012</b>	
		June 1 Last Day of School Student Early Dismissal (Noon)	



## Letter from the Chief Administrative Officer

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Dear APA Parents, Guardians, and Friends:

I am excited about our new year and my opportunity to serve the Atlanta Preparatory Academy family as your CAO. It is an honor and privilege to be at the service of an outstanding faculty and the wonderful parents and students that make up the home we affectionately call APA! With the arrival of an additional grade level of students and teachers in our Middle School, I know that you will feel and experience a sense of newness and excitement as you walk through the welcoming halls of our illustrious school. I am assured that you will feel immediately at home and hope that you will visit us at anytime and become involved with your child's experiences at **Atlanta Preparatory Academy Public Charter School**.

Throughout the school year, your child's teachers and I will make a special effort to stay in touch with you. We will keep you informed of your child's progress and school activities. Look for papers coming home from school weekly — newsletters, invitations, updates, tips, and reminders.

Your communication with us is very important also. Please do not hesitate to contact your child's teachers or any member of our administrative team whenever you have a question or concern. The school's phone number is 404-681-9633, and our fax number is 404-681-9639.

Stay connected and actively involved in your child's education by inquiring about their time spent at school. Ask about their teachers and friends. Get involved as they complete their homework or seek your help on cross curricula and Paragon projects. Encourage your child to read at least 20 minutes every night and quiz them on their spelling words and vocabulary terms per subject. I am confident that your child will demonstrate greater motivation as you continue to show interest in their academic and social experiences. We will certainly work on our end to provide your child with the best education possible. Let's work together to make this an excellent school year in every way for every student!

For the love of children,

*Lynnette R. Walker*

Lynnette R. Walker, Ed.D.  
Chief Administrative Officer

## **Atlanta Preparatory Academy Statement of Diversity**

The Atlanta Preparatory Academy admits students of any race, color, religion, or national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Atlanta Preparatory Academy does not discriminate based on race, color, religion, or national and ethnic origin in administration of its educational policies, admission policies, and other school-administered programs.

### **Title 1 Disclosure**

Atlanta Preparatory Academy is a Targeted Assistance Title I school for the 2010-2011 school year. Title I is a federal government program which allocates supplemental funds to public schools based upon the percentage of enrolled students that qualify for free and reduced lunch.

As a School-wide Title I school, students with the highest academic need, based upon either CRCT or ITBS scores, will receive additional academic support, primarily in reading and mathematics. Title I funds also support the establishment of our Parent Center and hiring of our Parent Liaison. We will also utilize our Title I allocation to fund our after-school tutoring program, purchase additional instructional materials, and provide professional development for our teachers.

Please feel free to contact Karen Rowley-Brooks at 404-681-9633 should you have any questions regarding Title I at APA. Thank you, for your ongoing support of our efforts to provide your children with a world-class education.

# School Overview

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## *Mission*

Atlanta Preparatory Academy was founded on the simple convictions that a first-rate education is the birthright of every individual, that all children can learn, and that every child should be challenged to reach his or her full potential. The overarching goals of the School are to:

- ❑ Demonstrate the heights of academic achievement that public school students can routinely attain when the advantages of charter school governance are coupled with ambitious new academic standards
- ❑ Offer area families rich new choices in public education
- ❑ Create new professional settings for teachers that permit them to succeed, free from debilitating work rules, financial constraints, and excess regulation.

## *Leadership*

The School's highly skilled and experienced leadership team is eager to serve you and your child through the provision of a world-class education. Your satisfaction is the School's highest priority, so we hope you will contact the School's leaders with any questions or concerns at the following numbers:

- ❑ Lynnette Walker, Chief Administrative Officer  
[LWalker@atlantapreacademy.org](mailto:LWalker@atlantapreacademy.org)
- ❑ Andrea Swindler, Behavior Intervention Specialist  
[ASwindler@atlantapreacademy.org](mailto:ASwindler@atlantapreacademy.org)
- ❑ Karen Rowley Brooks, Curriculum Implementation Specialist  
[KBrooks@atlantapreacademy.org](mailto:KBrooks@atlantapreacademy.org)

School Contact information:  
<http://atlantapreacademy.org/>  
569 Martin Luther King Dr. NW  
Atlanta, GA 30314  
404-681-9633-Main Phone  
404-681-9639-Fax  
School Attendance Line  
404-681-9633

***Leave a message before 9:00 a.m. to let the School know if your child is going to be absent for the day.***

## *Management*

Atlanta Preparatory Academy is part of a national network of schools managed by Mosaica Education. As such, it offers students and families the proven strength of the Mosaica School Design, which includes Paragon and Mosaica's rigorous curricula in other subjects, a character education program, second-language instruction, school uniforms, art and music instruction, and an extended school day and year.

Mosaica's corporate office may be contacted at: [www.mosaicaeducation.com](http://www.mosaicaeducation.com)

Mosaica Education  
42 Broadway, Suite 1039  
New York, NY 10004

### **Hours of Operation**

Instruction will begin promptly at 8:05 a.m. and end at 3:45 p.m., Monday through Friday. **Students who arrive earlier than 7:30 a.m. or stay later than 4:00 p.m. will be charged for before and after school programs at a rate of \$1 per minute.** Parents who plan ahead for accommodations are assessed the following fees for APA's before/aftercare services:

- ❑ Before care: \$25.00 per week (6:30 a.m. – 7:30 a.m.)
- ❑ Aftercare: \$50.00 per week (4:00 p.m.-6:00 p.m.)

Atlanta Preparatory Academy Aftercare Program ends promptly at 6:00pm. There is no grace period. All parents who pick their children up from after-care after 6:00pm will be charged a rate of \$1 per minute. The late pick-up fees are due upon pick up. Any students that are left at the school after 6:30 pm. will be delivered to the Department of Family and Children Services.

If late fees are not paid after 5 business days, your child will be removed from the program(s) until past balances are paid in full. Cash and money order payments only. Please retain your receipts for your records.

***Outstanding fee balances will result in the retention of progress reports, reports cards and all other APA school related documents until the balance has been paid in full.***

## **Curriculum and Instructional Design**

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At the heart of Atlanta Preparatory Academy is a highly structured curriculum that sets high expectations and provides individualized monitoring to assist students in attaining ambitious goals for achievement. Atlanta Preparatory Academy provides a strong academic foundation for students that will prepare them for demanding academic studies of senior high school and college.

### **THE PARAGON CURRICULUM**

*A World of Ideas That Make A World of Difference*

#### **Across Eras, Continents and Disciplines**

The unique Paragon Curriculum is predicated on the idea that we must impart to all children the content knowledge and academic skills which will provide them with the necessary intellectual capital to succeed in mainstream culture. Rather than teach history in bits and pieces in arbitrary sequence, Paragon's fully integrated, chronological approach demonstrates to students how one idea builds on and evolves into another. The curriculum illustrates how sweeping cycles of conflict and resolution repeat themselves and leads students to understand how and why various world cultures have risen to power and prominence, only to be supplanted by new precedents set by others. Studying history across continents depicts for older students, the manner in which many ideas develop at the same time in independent cultures unaware of the other's breakthroughs. In comprehending synchronicity and the genealogy of ideas, students develop a larger conceptual picture of history and an enhanced awareness of the interrelationships of many areas of knowledge. Rather than memorize names, dates and wars in isolation, students recall the sequential circumstances surrounding these events and remember more readily both factual information and conceptual relevance.

The Paragon Curriculum is designed around eight ages of history or **Human Eras**, which constitute the monthly conceptual themes:

*The Ancient World* 40,000 B.C. to 500 B.C.  
*The Classical World* 499 B.C. to A.D. 500  
*The Middle Ages* 500 to 1460  
*The Renaissance and the New World* 1461 to 1600  
*Kingdoms and Colonies* 1600 to 1750  
*Revolution and Independence* 1750 to 1825  
*Unification and Industrialization* 1825 to 1900  
*The 20<sup>th</sup> Century* 1900 to 2000

### **Aligning Paragon with Local and State Standards**

Although all Paragon students will immerse themselves in the historical, cultural and scientific worldview of the **Human Era** they are studying simultaneously with other grade levels, each grade will focus on a unique **Global Understanding**. The monthly conceptual theme or **Global Understanding** allows teachers to foreground one unifying principle over others and to render reading, writing and academic content far more focused. This also enables Paragon to satisfy various local and state curriculum standards by highlighting those areas that students are expected to master at a specific grade level. Paragon provides continuity by maintaining the over-arching chronological order dictated by history, but accommodates specific content standards with monthly units based on a conceptual theme which can be adapted for different grade levels. Paragon aligns its curriculum units with national, state and local district needs, freeing faculty to spend their time crafting creative and compelling lessons for the unique interests and needs of their students. Step-by-step daily Lesson Plans are organized around **Essential Questions**, the types that have no easy answers and that have captivated thinkers for millennia.

## **THE CONTENT CORE OF THE PARAGON CURRICULUM**

### **History and Social Studies**

Social studies represent the integrated study of the social sciences and humanities to promote civic competence and intellectual capital. Social studies constitute the organizing, chronological core of the Paragon curriculum precisely because it is multidisciplinary and interdisciplinary in nature. It provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences.

- Social issues, such as poverty, crime, and public health, are increasingly understood to transcend the boundaries of disciplines, cultures, and nations. As these issues grow increasingly complex, the work to develop solutions demands an increasingly integrated view of scholarly domains and of the world itself.
- Many scholars now define themselves by the issues and problems they address and use several disciplines to inform their work. Entirely new departments and programs reflect this development. Academic programs in American Studies, African-American Studies, Biotechnology, Comparative Literature, Cultural Studies and Medical Ethics, for example, draw on multiple disciplines and their processes to address the needs of humanity.
- Technology provides increasingly easy access to data bases that are interdisciplinary and multidisciplinary as well as to scholarship in many disciplines.
- Scholars increasingly consider themselves to be members of the international academic community and share findings regularly across intellectual and geographic boundaries.

It is within this context that the Paragon Curriculum was conceived. It pays attention to the specific contributions of history, the social sciences, humanities, fine arts, the natural sciences, and other disciplines, while simultaneously providing an umbrella for the integrative potential of these several disciplines. Paragon's power stems from recognizing the importance of the disciplines and their specific perspectives in understanding topics, issues, and problems. Moreover, Paragon teaches students to recognize that topics, issues, and problems transcend the boundaries of single disciplines and demand the power of integration within and across them.

### **Science**

Science is fully integrated into the Paragon Curriculum, which features biographies of great scientists, accounts of break-through discoveries, and detailed hands-on activities for students to stimulate interest in the scientific method. The interdisciplinary approach enables students to see science as an integral part of their lives, rather than as a daunting discipline.

The goal of the Paragon Curriculum is to enrich the science by integrating it with the liberal and fine arts, as well as with the social sciences, the synthesizing strands that weave together the Paragon Curriculum. Mathematics as the language of science, and of economics, also constitutes an integral part of the Paragon experience for students.

### **Technology and Computer Literacy**

Technology is the application of scientific knowledge for the purpose of solving practical problems, extending human capacities, and improving the quality of life. The Paragon Curriculum emphasizes the use of technological tools to facilitate and enrich learning across academic disciplines. Information technology is the most frequently used technological tool. Students use computers to communicate via the Internet, to express themselves creatively, to solve problems, to organize data, to conduct research, and to explore mathematical and scientific principles through simulations. To master true computer literacy, students require hands-on access to computers in real time, rather than isolated visits to a computer lab. A Mosaica School is equipped with a computer for every two to three children, as well as with a laptop for each teacher and administrator. The personal desktop computers are linked to the Internet, affording access to curriculum and resources available in cyberspace or on disk.

Paragon Lesson Plans direct students to specific Internet sites on a regular basis. The computers will also be linked to MosaicaNet, the school-wide Intranet, permitting "real-time" monitoring of classroom productivity and student progress. Mosaica's distance learning program serves to engage students significantly in the science curriculum. A video field trip, for example, will enable students to visit temple relics of the ancient Incas and to uncover the mystery of how immense stones were elevated to great heights and constructed into seamless monuments without brick, mortar, pulleys, or wheels. Furthermore, real-time interviews with contemporary great thinkers will enable Mosaica students to confer directly with a NASA astronaut involved in the latest space mission, a paleontologist, or any other authority in a field of interest and of relevance to them. A Mosaica library is styled as a Media and Resource Center, supplying a library of excellent books and CD-ROMs, as well as TV/VCRs, overhead and slide projectors for pedagogy. Each classroom is equipped with a TV/VCR to support the EMG distance learning technology, as well as the Paragon Curriculum, which features film clips from classic and quality motion pictures to make history come alive for students. Overhead projectors in every classroom will further enable teachers to engage students with the captivating transparencies that support the Paragon Curriculum.

### **The Arts**

Rather than relegate art, music and foreign language to the periphery of the curriculum, Paragon's design integrates them into its interdisciplinary center. To truly integrate the arts into the Paragon Curriculum, Mosaica trains all teachers in the visual and performing arts. Daily Paragon Lesson Plans are outlined with step-by-step instructions to ensure seamless implementation. Art, drama, music and dance interrelated to the core curriculum draw many marginal students into the center of learning. Acting vicariously (not acting up) enables students to try on different roles without compromising their quality of life. It is no accident that "playing" (as in what children do) and "playing" (as in acting and putting on a play) and "playing" (as in playing a musical instrument) are the same word. Without the "play" in the process, it loses its validity and vitality.

Paragon's purpose is to make the arts a vital component of a child's education, while at the same time placing the strongest possible emphasis on the basic skills of reading, writing and arithmetic. The arts offer children opportunities to assimilate and apply what they have learned in ways relevant and meaningful to their experience. Their enhanced skills of communication, analysis and self-expression enable them to compete far more successfully with their traditional learning classmates.

### **Music**

According to Plato, "Music...gives a soul to the universe, wings to the mind, flight to the imagination... and life to everything." The impulse to make music is ageless and universal. Music has the capacity to communicate volumes about an era and its people. The Paragon Curriculum conveys to students, features of the music of different eras and composers by having them sing, dance, and perform with rhythm instruments. Students also learn to listen for specific features and to discern how one era or culture often imitates and reinvents the music of another.

Mosaica will also hire a music specialist for choral and instrumental instruction. The music specialist will consult with teachers on the musical portions of Paragon Lessons and will draw from and extend the Paragon Curriculum in music class.

### **Foreign Language**

Paragon treats foreign language as an integral part of the core curriculum, providing all instruction in the target language to simulate an environment of immersion. Spanish instruction commences in Kindergarten and builds purposefully toward proficiency with each successive grade level. Communication is lively and animated with vocabulary content tied thematically to the integrated curriculum. Moreover, multimedia pedagogical resources (videos, CDs, CD-ROMs, children's books) in the target language convey to students the cultural experiences of their peers in Spanish-speaking countries. A Mosaica School cultivates the natural facility of younger students for foreign language acquisition by beginning at an early age with a high quality program.

### **How will Mosaica achieve academic excellence through the Paragon Curriculum?**

Paragon's program is designed to increase the student's ability to read, study, search for information, use social science technical vocabulary and methods, apply the scientific method to real world situations, practice reasoning through mathematical analysis and logic, and use computers and other electronic media.

To develop this skill category, Paragon increases the student's ability to use the writing process and to classify, interpret, analyze, summarize, evaluate, and present information in well-reasoned ways.

Paragon cultivates the student's ability to conceptualize unfamiliar categories of information, to establish cause/effect relationships, and to determine the validity of information and arguments. The interdisciplinary Paragon Curriculum expands the boundaries of traditional, segmented courses to enable students to define their roles and responsibilities as enlightened citizens. The Paragon Curriculum enhances the student's ability to express and advocate reasoned personal convictions within groups, to recognize mutual ethical responsibility in groups, to participate in negotiating conflicts and differences or to maintain an

individual position because of its ethical basis. Paragon calls upon the student to work individually and in groups. Students learn about character, ethics, empathy and self-esteem implicitly by studying the world's greatest thinkers, both canonical and unsung, and by stepping into the shoes of great historical figures, both real and imaginary. Through content-rich study, children come to understand the expansive potential open to them if they can identify with early clarity their individual strengths and sense of purpose. Paragon students contemplate questions that have captivated thinkers for millennia: What makes a "Hero"? What makes me unique? How can we learn from the past? How do we apply that knowledge to the future?

**By studying the history of human culture, students learn implicitly about values and ethics that transcend time and place.**

- Individual beliefs/majority rule
- Obeying the law/the right to dissent
- Cultural variety/cultural assimilation/uniformity
- Community progress/individual liberties
- Individual rights/public safety

**The Paragon Curriculum features the following aspects of the best teaching and learning practices worldwide:**

**Integrated interdisciplinary work**

- Allows for more efficient use of time for students and teachers.
- Instills in students a strong aptitude for assimilating disparate ideas.
- Presents opportunities to apply esoteric concepts to practical contexts.
- Provides mechanism through project-based learning for integrating newly acquired knowledge from different disciplines.
- Applies skills developed in reading, writing and mathematics to relevant, real-world situations.
- Enables students to develop accelerated academic, aesthetic and technical skills.

**Essential Questions - the Paragon Framework**

- Reflect the grand, sweeping patterns in the evolution of cultural worldviews.
- Represent a breakthrough in how people see themselves, their purpose or their relation to the physical world. Also exemplifies a transition in awareness of the material world or the universe.
- Define a prevailing worldview.
- Illustrate a "great" idea with relevance, significance and endurance that transcends time and place.
- Address the "so what" question that we would have students consider in their writing, discussions, and presentation.
- Amplify the role of common people who become heroes in developing ideas, inventions and art that become mainstream social norms.

**Paragon instills and cultivates the following:**

- Decision making - identifying and struggling with complexities, solving problems and thinking critically, developing creativity, rather than strict conformity to conventional practices;
- Self-direction and personal initiative
- Strong interactive skills- cooperation, networking, teamwork and information pathway knowledge.
- Responsibility for learning, identification of goals, development of a plan, gathering information, and implementation of a plan.
- A sense of awe and a passion for inquiry.

**Paragon Curriculum is practical because it is meaningful.**

- Students learn connected networks of knowledge, skills, beliefs, and attitudes that they will find useful both in and outside of school.
- Instruction emphasizes depth of development of important ideas within appropriate breadth of topic coverage and focuses on teaching these important ideas for understanding, appreciation, and life application.
- The significance and meaningfulness of the content is emphasized both in how it is presented to students and how it is developed through activities.
- Classroom interaction focuses on sustained examination of a few important topics rather than superficial coverage of many.
- Meaningful learning activities and assessment strategies focus students' attention on the most important ideas

embedded in what they are learning.

- The teacher is reflective in planning, implementing, and assessing instruction.
- Drawing from the Core Knowledge Foundation's advocacy of content-rich curricula, Paragon instills the cultural literacy and intellectual capital children need in order to succeed in mainstream contemporary culture. Paragon's distinction from Core Knowledge is its fully integrated, chronologically sequenced framework, arranged around meticulously designed Daily Lesson Plans.
- Paragon provides both content and methodology. Moreover, Mosaica provides the necessary training and support to enable teachers to implement the curriculum effectively and to ensure the integrity of its program.
- All disciplines, including math and science, the liberal arts, fine arts, social sciences, foreign language and physical education weave strands of connection between different ways of knowing (epistemology.)

#### **Paragon teaching and learning are effective because they are integrative.**

- Paragon is integrative in its treatment of topics.
- It is integrative across time and space
- Paragon teaching integrates knowledge, skills, beliefs, values, and attitudes to action.
- Paragon teaching and learning integrate effective use of technology.
- Paragon teaching and learning integrate across the curriculum.

#### **Paragon teaching and learning are powerful because they are value-based.**

- Powerful Paragon teaching considers the ethical dimensions of topics and addresses controversial issues, providing an arena for reflective development of concern for the common good and application of social values.
- Students are made aware of potential social policy implications and taught to think critically and make value-based decisions about related social issues.
- Rather than promulgate personal, sectarian, or political views, Paragon teachers make sure that students: 1) become aware of the values, complexities, and dilemmas involved in an issue; 2) consider the costs and benefits to various groups that are embedded in potential courses of action; and 3) develop well-reasoned positions consistent with basic democratic social and political values.

#### **How does Paragon Curriculum teach to the Multiple Intelligences?**

Multiple Intelligences, a term coined by psychologist and author, Howard Gardner, refers to seven domains of ability in which students can excel.

- Linguistic Intelligence- (speaking, reading, explaining things to others.)
- Logical-Mathematical Intelligence- (measuring recipes, balancing a checkbook, estimating distance.)
- Spatial Intelligence- (drawing, finding one's way around a room, picturing something in the mind's eye.)
- Musical Intelligence- (listening to music, singing, playing an instrument)
- Kinesthetic Intelligence- (playing sports, making things by hand.)
- Interpersonal Intelligence- (having friends, working or playing with a group)
- Intrapersonal- (enjoying time alone to think to wonder and to imagine.)

The last two intelligences, inter- and intrapersonal are comparable to "Emotional Intelligence," the determining factor for success in life delineated by Daniel Goleman, Ph.D. in his best-selling book by the same title. The first two intelligences outlined by Gardner, Linguistic and Logical-Mathematical, are those measured by standardized tests.

The morning program of a Mosaica Charter School is devoted to the "basics" of Reading, Writing (including phonics and spelling) and Reading, the first two intelligences. The afternoon session, the interdisciplinary Paragon Curriculum, cultivates all seven of these multiple intelligences, along with an eighth, the "Integrative Intelligence," which refers to the ability to make connections across disciplines.

To illustrate, a Unit 4 Medieval lesson for fourth grade in the Paragon Curriculum features a lesson on Robin Hood. During the 2½ hour session, students read an excerpt from the classic version of the story, discussing the "old-fashioned" language features (Linguistic Intelligence.) Students then view and compare film clips of the folk hero's adventures (Linguistic and Spatial Intelligence.) Students make a storyboard (comic strip for video production) of the sequence of events in the reading selection, dividing into groups to make tableaux in dramatic poses (Linguistic, Spatial, Interpersonal and Kinesthetic Intelligences.) Students learn to make a 16-piece thumbnail sketch of a human figure (Spatial Intelligence) and debate the contradictions of

Robin Hood being both a hero and an outlaw (Linguistic, Interpersonal and Intrapersonal Intelligences.)

### **Orchestrating the Paragon Curriculum**

Consider the metaphor of a musical ensemble such as an orchestra (the Paragon Curriculum) as it performs a specific musical composition (a grade level or specific course within the curriculum). At certain times, one instrument (a discipline such as history) takes the lead while others (such as geography and economics) play supporting roles. At other times, several instruments (history, fine arts, literature, etc.) or the full ensemble play together to fully address the composer's thematic aims. The quality of the performance derives from the composer's creation of the music (design of the Paragon Curriculum with the animated spark of creativity derived from exemplary teaching). Accompanying features includes the unique qualities of individual instruments (the contribution of individual disciplines), the acoustics of the setting (expertise of curriculum designers and teachers, school site facilities, and instructional resources). Crucial to the success of the performance are the skills of musicians and the conductor (students, teachers, curriculum design team and onsite curriculum coordinator). All must work collaboratively and synergistically to know when and how to express the meaning of the composition (curriculum).

### ***Homework***

Your child will be given homework assignments Monday, Tuesday, Wednesday, and Thursday. Students are also expected to read independently every night and over the weekend. Students in grades K-2 will be assigned a minimum of 20 minutes of homework per night; students in grades 3-4 will be assigned a minimum of 40 minutes of homework per night; and students in grades 5-7 will be assigned a minimum of 60 minutes of homework per night. Parents that desire additional homework for their children should ask their child's teacher and it will be provided. Each student is responsible for completing his or her assignments and for turning them in on time. **Homework is 20% of final grades for all subjects.**

Homework will be sent home in the school required student planner. Parents should initial the signature space prior to sending it back to school with your child to verify that you have seen the homework. Following are some suggestions for ways you can help your child gain the most from his or her homework experience.

- Make homework rules together with your child. Decide when it will be done, where it will be done, and what will happen if it is not completed.
- Provide a quiet place for your child to do homework, such as a desk in his or her room or the kitchen table. Make sure there is sufficient light and that distractions are limited.
- Show an interest in your child's homework and ask him or her about it each night.
- Give your child a healthy snack before he or she begins homework. This should help with concentration.
- Give your child a short break from his or her work if needed.
- Encourage your child to work independently. Assist him or her if needed.
- Give your child positive words of encouragement, such as, "I'm proud of you," or "I knew you could do this all by yourself!"

### **Grading Scale**

Atlanta Preparatory Academy follows the following grading scales:

100% - 90%	A
89% - 80%	B
79% - 70%	C
69% and below	F

Final grades are based upon the following percentages:

Class work - 40%  
Tests, quizzes, and projects - 40%  
Homework - 20%

### **Field Trips**

Field trips may be planned throughout the year for various academic enrichment and extracurricular purposes. Parents may be asked to assist in paying for field trips. Parents will receive advance notice of all such trips. A permission slip must be signed by a student's parent/guardian in order for the student to participate in a field trip. **Students without signed permission slips will remain at the school in another class.** Participating students should bring a bag lunch unless otherwise noted.

Occasionally, parents will be needed to serve as chaperones on class field trips. No parent should feel obligated to serve in this capacity, but parents are encouraged to volunteer if possible. The primary responsibility of a chaperone is to ensure appropriate supervision for students. Parental chaperones are asked to take this responsibility seriously and to remain vigilant and attentive to the students' needs throughout the trip. **Babies and children who are not enrolled in the class may not accompany the chaperones. Please discuss additional guests with your child's teacher prior to the trip.**

## **Student Conduct**

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Atlanta Preparatory Academy recognizes that effective instruction requires an orderly environment focused on learning, and that schools have an important role to play in supporting parents' efforts to teach basic values to their children. The School's *Code of Civility* clearly defines expectations for student conduct, focusing on the agreed upon expectations below, referred to as PAWS (see below). Students are directly taught these expectations at the start of the school year and periodically as necessary. They are also taught and practice the application of these expectations in the various settings of the school. The pages that follow are documents used in the teaching of these expectations, as well as the application of these expectations. Parents can help reinforce such lessons by talking about PAWS expectations and encouraging students to model them at home.

A complete copy of the *Code of Civility* is provided in Section II of this booklet. Please read the *Code* thoroughly, discuss it with your children and sign and return to your child's homeroom teacher the compact on the last page to indicate that you understand and agree to the School's rules and expectations. Students are also asked to sign the form, which will be co-signed by the Chief Administrative Officer upon receipt. The *Code* will thus serve as a contract among students, parents, and School staff, involving parents at the most fundamental level in their children's character development. The CAO or BIS will make appointments to discuss the *Code of Civility* with any parents who do not return signed copies of the form indicating their approval of the *Code*.

The school-wide expectations (PAWS) are:

- I will be **P**repared to learn, in uniform and on-time for school every day.
- I will be **A**ttentive to my teachers, schoolwork, and environment.
- I will **W**ork hard in all classes and complete all class and home assignments.
- I will be **S**ensitive and respectful towards everyone at school

Helping your child meet these expectations will facilitate the creation of a safe and orderly learning environment.

### **CHAMPs**

CHAMPs provide guidance for students in instructional and non-instructional areas of the school. This includes classrooms, hallways, restrooms, playground, cafeteria and school bus. The acronym stands for **(C)onversation; (H)elp; (A)ctivity; (M)ovement; and (P)articipation**. Students are empowered with structure and specific information which pro-actively encourages on-task behaviors. Conversation levels may be either 0 (no talking), 1 (soft inside voices), or 2 (low outside voices), or 3 (loud outside voices). Students are encouraged in a variety of ways to request assistance/help which may include raising a hand, asking peers before the teacher, or from a reliable source such as the internet or a book. Learning activities and out of classroom activities (such as transitioning to lunch) are also identified with CHAMPs. CHAMPs address appropriate movement both inside and outside of the classroom. For example, a teacher may direct students to remain seated during a learning activity, or to move quickly and quietly in the hallways to the next location. Students are expected to participate in all assigned group and individual tasks. CHAMP's also specifically identifies how a student will receive full credit for instructional and non-instructional activities.

**Classroom Rules**

Classroom rules are individualized per classroom. Teachers and students are encouraged to identify 3-5 rules to promote PAWS in the classroom. For example, for P in PAWS, a classroom rules may include, “Report to class on-time, with homework, pencil, and paper.” Classroom rules are positively stated and reinforced through CHAMPS and PAWS throughout each school day.

# "P" in PAWS

I will be prepared to learn, in uniform and on-time for school every day!

What does “Prepared” look like?	What does “On-Time” mean?	What does my “Uniform” look like?
<ol style="list-style-type: none"> <li>1) Student has (at least one) appropriate <u>writing</u> utensil (s) and paper for the day.</li> <li>2) Student turns in/displays all expected home/class assignments upon request in a.m. homeroom session.</li> </ol>	<ol style="list-style-type: none"> <li>1) Student arrived to school prior to 8:00 am and to class prior to 8:05am.</li> <li>or</li> <li>2) Student joins class dismissal line from the cafeteria with assigned teacher.</li> <li>or</li> <li>3) Student was granted permission by teacher to complete breakfast prior to entering homeroom.</li> </ol>	<b>Uniform Policy (Adopted by the Board of Directors)</b> <ol style="list-style-type: none"> <li>1) Khaki pants/shirts/shorts (no denim jeans)</li> <li>2) Red polo shirts (K-2<sup>nd</sup>); navy polo shirts (3<sup>rd</sup> -5<sup>th</sup>); white polo shirts (6<sup>th</sup>).</li> <li>3) Students must tuck in shirts and wear a belt.</li> <li>4) Solid red or navy sweater or jacket</li> <li>5) No hats inside of building</li> <li>6) <u>Black</u> soft-soled shoes.</li> </ol>

# "A" in PAWS

I will be attentive to my teachers, school work and environment!

What does “attentive to my teachers” look like?	What does “attentive to my school work” look like?	What does “attentive to my environment” look like?	
<ol style="list-style-type: none"> <li>1) Eye contact during conversations/instruction</li> <li>2) Follow all directions from teachers the first time</li> </ol>	<ol style="list-style-type: none"> <li>1) All work is neat and clean</li> <li>2) All work is submitted on time</li> </ol>	<ol style="list-style-type: none"> <li>1)CHAMPS for Hallways</li> <li>2)CHAMPS for Cafeteria</li> <li>3)CHAMPS for Restrooms</li> <li>4)CHAMPS for Playground</li> </ol>	
<b>CHAMPS for Hallways</b>	<b>CHAMPS for Cafeteria</b>	<b>CHAMPS for Restrooms</b>	<b>CHAMPS for Playground</b>
C= 0	C= 0/1	C= 0	C= 2/3
H=Raise Hand	H=Raise Hand	H=Exit Restroom and ask Adult	H=Talk to an Adult
A=Traveling Through APA	A=Transitioning to/from Lunchroom; Standing in lunch line	A=Hygiene Break	A=Outside Playing with Teacher Supervision
M=Walk Quickly & Quietly	M=Walk Quickly & Quietly; Dispose of Personal Trash	M=Walk Quickly & Quietly; No playing	M=Play Safely
P=Stay in Line	P=Stay in Assigned Area; Leave Area Better than you found it!	P=Leave Area Better than you found it!	P=Stay in Assigned Area

# "W" in PAWS

I will work hard in all classes and complete all class and home assignments!

What does "work hard in all classes" look like?	What does "complete all class assignments" look like?	What does "complete all home assignments" look like?
<ol style="list-style-type: none"> <li>1) Try your best on each assignment.</li> <li>2) Focus on your work during learning time.</li> <li>3) Ignore distractions during work time</li> <li>4) Avoid distracting others during work time.</li> </ol>	<ol style="list-style-type: none"> <li>1) Finish all class assignment within time limits provided by your teacher(s).</li> <li>2) Ask for more time to complete work if necessary.</li> </ol> <p>*Grade reduction may occur with late work.</p>	<ol style="list-style-type: none"> <li>1) Finish all home assignments within time limits provided by your teacher(s).</li> <li>2) Ask for more time to complete home assignment if necessary</li> </ol> <p>*Grade reduction may occur with late work.</p>

# "S" in PAWS

I will be sensitive and respectful towards everyone at school!

What does "being sensitive towards others" look like?	What does "being respectful towards others" look like?
<ol style="list-style-type: none"> <li>1) Avoid teasing others at all times</li> <li>2) Avoid bully type behaviors at all times</li> <li>3) Avoid name calling at all times</li> <li>4) Apologizing for your mistakes</li> <li>5) Helping others in need when possible</li> </ol>	<ol style="list-style-type: none"> <li>1) Compliment others when appropriate</li> <li>2) Give eye contact when speaking to others</li> <li>3) Use voice level "1" when speaking to others</li> <li>4) Reply "yes" and "no" when appropriate</li> <li>5) Use "thank you" and "you are welcome" when appropriate</li> <li>6) Avoid taking property of others without permission</li> </ol>

## **Daily/Weekly Behavior Tracking/Feedback**

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All APA students will receive a weekly conduct report. The report provides students and parents with a scope of each day and the school week. The form includes daily PAWS points, success with CHAMPS, a daily conduct checklist scoring guide, and a section for homework and daily assignment completion.

## **Parent Involvement and Communications**

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### Parent Involvement Policy 2011-2012

Parental involvement is an area of great concern at Atlanta Preparatory Academy. According to Effective Schools research, parent involvement is a necessary correlation in assuring high achievement at a school. As a new charter school, APA has been fortunate to have a highly involved and effective PTO that has sponsored very successful school sponsored activities. This core group of parents is continuously present at our school and work tirelessly in the best interest of their children and others. However, our goal is to increase the percentage of parents that are involved in our school-sponsored activities. We propose the following activities to assist in increasing parental involvement at APA:

- A Parent Liaison is in place within the building in an effort to build parent partnerships and relationships. The liaison will primarily work to bridge the gap between the school and parents while providing necessary workshops and coordinating volunteer opportunities within the classrooms. The parent center is located in the building to give all parents a place to come, complete activities for teachers, and retrieve parenting resources. The parent center hours are daily from 8:00am – 3:45pm.
- Parents are provided with a parent/student contract and a parent/student handbook at the beginning of the year so that they are informed of the rules, procedures, and processes used here at APA.
- A monthly newsletter is sent from the school to all parents in an effort to keep them informed of the current events and important information from the school. All grade levels send home a weekly newsletter which outlines and details the happenings of individual classrooms and grade levels.
- Regularly scheduled events and celebrations, such as Paragon Night, which is held on a monthly basis, will be held throughout the year for students and parents that revolve around student achievement. Activities include but are not limited to: grade level meetings, curriculum days/nights, family nights, special performances, awards ceremonies, and celebration events.
- Parent sessions hosted throughout the year by the teachers, administrators and our parent liaison geared toward providing parents with pertinent academic and school information as well as additional parenting strategies and resources.
- The Parent Teacher Organization (PTO) will host a minimum of five meetings for parents in an attempt to keep them informed about school activities and initiatives. Necessary information will be shared with parents that focus on student achievement: school targets, study skills, content knowledge, technology, as well as parent centered topics such as: searching for jobs, creating resumes, financial management, etc. Additionally, members of the PTO are informed of workshops, conventions, and programs that are available to them throughout the year. Money is available in APA's Title I budget to assist as well as through the PTO via fundraising efforts.
- Kindergarten teachers work with local day care providers to deliver an orientation to upcoming kindergarten parents about the expectations and requirements for incoming students. Students have the opportunity to visit the school with the day care provider to experience a day in kindergarten before the upcoming school year. This helps parents to feel more comfortable with the process of transitioning students from pre-school to elementary school. Parents also have the opportunity to speak with teachers and ask questions so that the environment is non-threatening and communication is fostered between home and school.
- Meet and greet and open house opportunities are held throughout the school year to inform parents of information pertinent to the school and to establish communication between the home and school.
- Quarterly opportunities to get both moms and dads involved in their child's school and education will be done by incorporating a parent reading program where parents visit the school and read to the students. Other parent

related activities such as Muffins with Moms and Doughnuts with Dads will be held throughout the school year. A calendar will be sent out at the beginning of the school year so that parents know the dates in advance and can attend each month.

School-wide efforts for increasing parent involvement and participation are driven by yearly findings. How APA will utilize Title I funds will be derived from our end of the year findings. The findings will focus our parent initiatives and involvement efforts for the current and upcoming school year. The first PTO meeting of the school year will be used to inform parents of Federal, State and local services and programs available. At that time, it will also be explained to all parents that Atlanta Preparatory Academy is a Title I school and the curricular program is explained in detail. A summary of the Title I budget and use of Title I funds will also be given during that meeting.

## **Parent and School Collaboration**

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### **Parent Liaison SY 2011-12: Mrs. Torrie Watkins-Redding**

#### ***Volunteering***

Parents are encouraged to participate in school-related activities, including those pertaining to curriculum and instruction, such as tutoring and storytelling. Volunteers may also be involved in monitoring the playground, student drop-off and pick-up, crosswalk, and assisting with school events. In addition, parents are encouraged to contribute their time and talent to organizing extracurricular activities and community outreach projects. A log of volunteer hours is kept in the school office. A recognition night for volunteers is held at the end of the year.

All volunteers must complete volunteer application and must be fingerprinted and have a background check conducted (for federal and state clearance). Volunteers receive structured training, and must follow all policies and procedures defined by the school. If activity occurs that is not in keeping with the School policies, the Chief Administrative Officer (CAO) reserves the right to relieve the volunteer of his or her responsibilities. Any parents/guardians that have a criminal record and are on either parole or probation must receive a written clearance from their probation or parole officer in order to volunteer at the school. That written clearance will be kept along with the application.

#### ***Parent Teacher Organization***

The Atlanta Preparatory Academy Parent Teacher Organization (PTO) was founded by a group of parents dedicated to supporting student learning and the overall success of the School. The PTO provides school leaders with ongoing input on the operation of the school and serves as a vital link between the school and parents. All parents are encouraged to join the PTO. For more information, contact the school office at 404-681-9633.

#### ***Parent Conferences***

Formal parent/teacher conferences are scheduled four times a year to facilitate open communication between parents and teachers regarding students' progress. Parent conference week are held at the end of each quarter when report cards are distributed. If parents do not pick up their child's report card during the scheduled parent conference, the school will hold the report cards until the parent schedules a conference with the teacher. We will not mail the report cards home. Refer to the school calendar for specific dates of parent conference weeks. More frequent conferences will be accommodated per parent or teacher request.

Atlanta Preparatory Academy maintains an open door policy, and parents are encouraged to visit their children's classrooms to see them in action. In order to prevent disruptions of instruction, we do ask parents to only observe when they visit the classrooms and not attempt to have an unscheduled conference/meeting with the teacher. Parents should schedule a time to meet with teachers so that teachers may give you their undivided attention.

#### ***Parent Newsletters***

Parents will receive monthly newsletters from the school with announcements of upcoming events and School-wide activities. These will be emailed Sunday night, sent home with students in their homework folders, and be available in the

Main Office at the Parent Information Station. In addition, each primary grade student will receive a teacher created weekly newsletter per class.

### ***Progress Reports and Report Cards***

Progress reports will be sent to parents four times per year (during the mid-point of each report card period) to provide specific information about student progress in each subject. At the end of each quarter, parents will receive report cards with cumulative data on their children's performance and progress.

### ***Textbooks and Supplies***

Atlanta Preparatory Academy furnishes textbooks and instructional materials that remain school property. Parents may be required to reimburse the school for lost or damaged books, before new (replacement) books are issued. Students are asked to furnish some of their own supplies. The following is a list by grade level:

## **Student Supplies 2011-2012**

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### **Kindergarten**

1 box of crayons (8 count)  
1 package of #2 pencils  
4 glue sticks  
1 pocket folder  
1 small plastic school box  
1 large eraser  
1 pair of Friskar's blunt edge scissors  
2 boxes of facial tissues  
1 package of paper towels  
1 package of baby wipes  
1 art shirt or apron  
1 complete change of play clothes- labeled  
1 shoebox

**Paragon supplies – see list**

### **First Grade**

1 box of crayons (24 count)  
3 packages of #2 pencils  
1 large eraser  
2 bottles of school glue  
4 glue sticks  
1 pocket folder  
1 small plastic box  
1 box of facial tissues  
1 package of paper towels or napkins  
1 package of baby wipes  
1 pair of Frisker's blunt-edge scissors  
1 art shirt or apron  
1 shoebox`

**PARAGON SUPPLIES – SEE LIST BELOW**

### **Second Grade**

1 box of crayons (24 count)  
4 packages of #2 pencils  
1 large eraser  
2 bottles of school glue  
4 glue sticks  
2 pocket folders  
1 small plastic school box  
1 box of facial tissues  
1 package of paper towels or napkins  
1 package of baby wipes  
1 pair of Fiskar's blunt-edge scissors  
1 12-inch ruler  
1 shoebox

**Paragon supplies – see list**

### **Third thru Seventh Grades**

3 spiral notebooks (wide-ruled)  
1 composition book  
1 package of wide-ruled, loose-leaf paper  
1 two-pocket folder  
2 packages of #2 pencils  
3 red ink pens  
1 box of crayons or colored pencils (24)  
4 glue sticks  
2 bottles of school glue  
1 pair of school scissors  
1 shoebox  
1 school ruler (inch/cm)  
1 pencil sharpener

**1 THICK BRISTLE PAINTBRUSH**

**1 PACKAGE OF PAPER TOWELS OR NAPKINS**

**Paragon supplies- see list BELOW**

## PARAGON SUPPLIES FOR ALL GRADES

All students should bring any two items from each of the lists below:

### Bring any two items from this list:

Roll of yarn (any color)  
Markers  
1 package of cotton balls  
Ziploc bags  
1 bed sheet (any color/any size – used is fine)  
1 pillowcase (any color/any size – used is fine)  
1 package of paper plates  
1 package of dry beans  
1 package of napkins  
1 package of sponges  
Paper or plastic cups  
Used magazines  
Fabric scraps  
Paint  
Carpet Samples  
Faux fur fabric  
1 bag of flour  
Ribbons

### Bring any two items from this list:

Chopsticks  
Jingle Bells  
Toothpicks  
Styrofoam balls  
Glitter  
Balloons  
Feathers  
Sand or gravel  
Popsicle sticks  
Pipe cleaners  
Self-hardening clay  
Food coloring

## School Uniforms

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To help create an environment conducive to learning, students at **Atlanta Preparatory Academy** will adhere to a strict uniform policy. This policy is designed to permit students to focus their attentions on academics and on those aspects of their personalities that are truly important.

Atlanta Preparatory Academy dress code adopted by the Board of Directors includes:

### Primary Uniform Grades K-2<sup>nd</sup>

Khaki pants/skirts/shorts (no denim jeans)  
Red APA polo top  
Black or brown belt  
Black or brown soft-soled shoes

### Intermediate Uniform Grades 3<sup>rd</sup>-5<sup>th</sup>

Khaki pants/skirts/shorts (no denim jeans)  
Navy APA polo top  
Black or brown belt  
Black or brown soft-soled shoes

### Middle School Uniform Grades 6<sup>th</sup>-8<sup>th</sup>

Khaki pants/skirts/shorts (no denim jeans)  
White APA polo top  
Black or brown belt  
Black or brown soft-soled shoes

### Physical Education Uniform K – 8<sup>th</sup>

Blue shorts or sweatpants  
Blue or red T-shirt  
Tennis shoes (any color)

Official APA Logo Polo Available @  
Prestige Apparel in Greenbriar Mall  
2841 Greenbriar Parkway, Suite 302  
Atlanta, GA 30331  
404.349.3100

*Please donate out grown clean uniforms to APA.*

Students are required to wear black or brown soft-soled shoes every day except on days they participate in physical education class. Wheels or flashing lights on shoes are a violation of the uniform policy. Students are expected to wear shirts tucked in with belts. If girls wear uniform skirts, the skirts should fall no more than one inch above the knee. Jackets or sweaters that are worn in class should be red or navy only. Hats are to be removed upon entering the building. The CAO will determine if a student's dress code does not follow the uniform policy. The last Friday of each month is Dress Down Friday. All students that have adhered to the uniform policy during the month will receive a "Dress Down Coupon" granting them permission to dress down on that day.

Failure to adhere to Atlanta Preparatory Academy's uniform policy will result in the following consequences:

All uniform violations	Loss of (P) PAWS point for that day
1 <sup>st</sup> incident	Letter to parents
2 <sup>nd</sup> incident	Parent called/Phone conference
3 <sup>rd</sup> incident	Saturday detention

After the 3<sup>rd</sup> uniform violation, every uniform violation thereafter will result in a Saturday detention and it is requested that the parent accompany the student to school for the duration of the detention. The student's failure to report to Saturday detention will result in one day of out of school suspension.

## **Attendance**

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Atlanta Preparatory Academy adheres to and enforces the Georgia Compulsory School Attendance Law. As a member of Atlanta Public Schools, we follow the guidelines of their attendance policies.

If your child is absent, a written "excuse" from parents/guardians is required upon the student's return to school. All letters must be submitted to the Registrar (emails accepted) for absences due to illness less than 3 days. If a child is absent due to illness more than 3 days, a medical excuse must be submitted from a medical professional. Students returned home from school based on the school nurse's assessment will be excused.

### ***Documentation Requirements for Absence/Tardiness***

Unlawful absences are considered as trancies, and we may not excuse children except as outlined in the law. Children may be temporarily excused from school for the following:

1. When personally ill and when attendance would endanger their health or the health of others.
  2. Quarantine either by the county health department or by the family's physician.
  3. When in the immediate family there is a serious illness or death, which would reasonable necessitate absence from school.
  4. On special or recognized religious holidays observed by their faith.
  5. Medical or dental appointments with verification; however, such non-emergency appointments are encouraged during non-school hours when possible.
  6. Weather or other environmental conditions preventing a student from getting to school or rendering school attendance hazardous to the health or safety of the student.
  7. An absence not to exceed one (1) day in order for the student to register to vote.
  8. Service as a page in the Georgia General Assembly by a student who is at least twelve (12) years of age.
- Students who are absent or tardy are required to provide a written note from the parent/legal guardian explaining the absence(s) and/or tardiness upon the student's return to school. Failure to submit such notes after returning to school will result in an unexcused absence being recorded.

### ***Tardiness***

Instruction at **Atlanta Preparatory Academy** begins promptly, and it is critical that all students be prepared to begin instruction on time. Therefore, students must arrive at school before 8:00 a.m. A student who is late misses valuable instructional time, and conveys an unacceptable lack of regard for the school.

**The parent must accompany any student who arrives after 8:00 a.m. to the office before proceeding to the classroom.** The student will be considered tardy and the incident will be recorded. If a student is tardy four times, the problem will be regarded as chronic, and it will be reported to the school's Student Support Team Coordinator. In addition, no child will be dismissed early, unless for special circumstances. Being at school on time in the morning and staying in school until the end of the school day is central to receiving a good education. If a child is picked up early more than four times, this will be regarded as chronic and will be handled in the same manner as chronic tardiness.

### ***Tardy Policy/Lateness to School***

All doctor's appointments (physician; dentist, optometrist, etc.) will be excused if a notice is presented from the doctor's office. All court/legal appointments will also be excused if documentation from the court is provided. Atlanta Preparatory Academy will implement the following steps to address unexcused tardies:

#### **All tardies:**

Tardy #1  
Tardy #2  
Tardy #3  
Tardy #4

#### **Loss of (P) PAWS point for that day**

Letter to parents (Sent home by student)  
Parent called/phone conference  
Saturday Detention (9am – noon)  
Report to Student Support Team Coordinator

After the 3<sup>rd</sup> unexcused tardy, every unexcused tardy thereafter will result in a Saturday detention and it is requested that the parent accompany the student to school for the duration of the detention. The student's failure to report to Saturday detention will result in one day of out of school suspension.

Fifteen (15) unexcused tardies equates to one (1) unexcused absence.

### ***Absences***

Parents must contact the school office by phone whenever a child is going to be absent and send a written excuse to the teacher when the child returns to school. The following reasons are sufficient cause for an excused absence:

- illness,
- death in the family,
- inclement weather, which would be dangerous to the life or health of the child,
- legal quarantine,
- emergency conditions as determined by the Chief Administrative Officer and
- prior permission from the Chief Administrative Officer and consent from the legal guardian.

In the event that extraordinary circumstances require that the student be absent from school, an Authorized Absence Plan may be developed jointly by the teacher, the Chief Administrative Officer, and the student's parent or legal guardian. The plan will define the length of the absence and the means by which the student will make-up the work he or she will miss. The plan must be approved and signed by the Chief Administrative Officer and the parent/guardian prior to the student's absence.

If a student returns to school after an absence without a note of explanation from the parent, the teacher will call the parent to remind him or her to send a note the following day. If a note is not received within two school days of the absence, the absence will be regarded as unexcused. If the child receives three unexcused absences, the parent will receive a notice from the school.

In response to continued absenteeism or chronic tardiness, the Student Support Coordinator will request a conference with the family and/or submit documentation to the court. The Student Support Coordinator will represent the school at court, providing the court with the student's attendance record, a copy of the student's progress report and grades, and all documentation related to the child's truancy. Legal sanctions will include fines.

### ***Early Dismissal***

If it is necessary for a student to be dismissed from school before the end of the school day, parents must notify the school office by 2:30 p.m. the day before the early dismissal. In such cases, parents must inform the school of the specific time that

the child will be picked-up and the person who will come for the child. **Only adults who are listed in the school's records as being authorized will be allowed to take students from the school in these cases.**

## **Admission, Re-enrollment, Transfers**

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### *Admission*

**Atlanta Preparatory Academy** is open to all children that reside within the Atlanta Public Schools attendance zone, on a space-available basis within each grade. The school does not discriminate on the basis of intellectual or athletic ability, measures of achievement or aptitude, disability, proficiency in English, or any other basis prohibited by law. The maximum capacity for each classroom is 25 students in grades 1 thru 7 and 20 students in kindergarten (except in special circumstances).

There are no admission requirements, and no tests of any sort are given to determine whether or not admission is granted. Tests are used to determine grade or group placement once students are enrolled. Once all available slots are filled, applicants will be placed on a waitlist. Students will be admitted from the waitlist as places become available in each grade, in the order that the applications were filed. Preference is given to siblings of admitted students.

### *Re-enrollment*

To secure your child's place at **Atlanta Preparatory Academy** for the next school year, you must officially re-enroll him or her. In February/March, re-enrollment packets will be sent home along with the spring deadline for re-enrollment. Students whose re-enrollment packets are received after the deadline will be added to the waitlist and admitted on a space-available basis.

### *Transfers*

The school asks that, whenever possible, parents provide at least two weeks notice if a student must transfer from **Atlanta Preparatory Academy** for any reason. Such notice will allow the school to process the necessary transfer paperwork, including having the student's records transferred. It will also enable the school to fill the vacant seat with another student from the waitlist. All outstanding fees must be paid in full prior to release of student records.

### *Student Records and Confidentiality*

**All student information is protected by the Family Educational Rights to Privacy Act for the purpose of protecting student confidentiality.** Every student is required to complete and submit the following as part of the registration process (all forms are available in the necessary language translation, upon request):

- Application for Enrollment
- Admissions Profile
- Birth Certificate
- Copy of Social Security Card
- Copy of Immunization Records
- Physical
- Proof of Residency
- Parent Request for Transfer of Records
- Educational Testing
- IEP (if applicable)
- Transportation Information (if applicable)
- Free and Reduced Lunch Form (if applicable)
- Signed Home/School Compact or Code of Conduct
- Permission to Photograph
- Internet Use Acknowledgement and Agreement
- Standardized Testing Results
- Attendance Record
- Home Language Survey (optional)
- Parent Identification Photo (optional)

- Student Identification Photo (optional)
- ❖ Medication Permission Forms, that will permit the school to dispense specified medication to the student, are filled out during the school year on an as needed basis.
- ❖ For children entering kindergarten, evidence of current immunizations must be provided before students can attend the school. All children should be current in their immunization schedule, specifically DTP, polio, Hib, Hepatitis B, Measles, Mumps, Rubella, and Varicella vaccines. If you have questions, please contact your physician.

It is critical that the school be notified immediately of any changes in a student's name, address, phone number, responsible parent, or any other information provided at the time of registration. Such changes should be communicated in writing and addressed to the Administrative Assistant.

**Atlanta Preparatory Academy** is dedicated to complying with all confidentiality laws protecting the privacy of their students and their families. Information regarding a student's progress will be shared only with parents or guardians, appropriate members of the school's faculty and staff, appropriate staff at Mosaica Education, and any professional consultants retained for the purpose of measuring and/or improving instructional quality. When information regarding student performance is made public, it will be presented in such a way as to avoid the identification of specific, individual students.

The school may not provide name, phone, or address lists to parents wishing to organize with other parents/guardians of students at **Atlanta Preparatory Academy**. Parents must find alternative ways to acquire such information, such as circulating forms at parent events or meetings of the Parent Teacher Organization.

**Atlanta Preparatory Academy's** strong academic offerings have generated significant public interest and some media coverage. If for any reason, you do not wish to have your child photographed, video taped, or otherwise contacted by the media, immediately inform the school.

## **Breakfast and Lunch**

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Atlanta Preparatory Academy's commitment to offering children a superior education extends to the meals that we provide for students. The school aspires to the highest possible quality in its breakfast and lunch programs, and is dedicated to meeting high standards of nutrition, taste, attractiveness, and accurate delivery.

All parents/guardians are required to complete a Free and Reduced Priced Meals Application for their student so that payment status may be established.

Parents may make breakfast/lunch payments by cash or check directly at the school office. Online payment options will also be available for parents wishing to pay by credit card. Parents are encouraged not to send checks or cash with their student to avoid the risk of loss or theft.

Students with an outstanding meal balance will be offered a cheese sandwich and carton of milk until the account is paid in full. Should an account fall significantly into arrears, the student will not be allowed to participate in any extra-curricular activities. This will include field trips and end of the year promotion ceremonies and celebrations. Student meal accounts are the responsibility of the parent to maintain. Continuous communication with the school is advised.

If the parent does not want the child to ever purchase a meal from the school, the parent must provide a written statement addressed to Atlanta Prep's Business Manager and delivered to the front desk of the school.

Students are advised to refrain from sharing food with other students to minimize the spread of viruses and the risk of allergic reaction.

Students will practice etiquette and clean-up skills during mealtimes.

## Health and Safety

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Students' health and safety is the school's foremost concern. The following information describes the precautions taken to protect the well-being of all students. If your child has any specific health, safety, or security needs, please inform the school so that appropriate accommodations can be made. **Atlanta Preparatory Academy** is regulated by the Georgia Department of Community Health. All facility inspection reports are available upon request.

### *Nurse*

**Atlanta Preparatory Academy** has the services of an on-site, licensed nurse to assist students who are ill or injured. **Parents will be notified whenever a student has been referred to the school's Health Room when there is a serious concern. Please note, all students will participate in vision and hearing screenings. Middle School students in grade 6 will also receive a screening for scoliosis.**

Parents or students may also wish to consult with the nurse on matters related to hygiene, nutrition, substance abuse, depression, child abuse and neglect, or other issues of concern. The School Nurse may be reached at 404.681.9633 ext. 224.

### *Medication/Chronic illnesses*

The nurse and the student's teacher must be informed of any **prescription medication** that a student is required to take at school. To dispense prescription medication to students, the school must receive a Medication Administration Form signed by a physician and the parent(s) prior to administration. All medication must be brought to the nurse in its original prescription container, labeled with the student's name, the name of the medication, the date of expiration, and the proper dosage. If medication needs to be administered to the child when the nurse is not present, a staff member trained by the nurse will administer the medication.

**Over the Counter (OTC)/Non-prescription medications:** If, during the course of the school day, it is necessary for a student to receive common, non-prescription medication (e.g., Tylenol), the parent/guardian must fill out a Medicine Administration Form and bring in the OTC med. Parents/guardians must inform the school of any allergies to or restrictions on non-prescription medication that their children might have. Parents/guardians are required to notify the school nurse in writing if your child has a chronic illness that may affect his or her performance at school.

If your child has a condition which may impact their attendance, mobility, and/or health, please complete and submit medical records identifying any needs your child may have.

### *Accidents*

The Nurse or a trained staff member will administer initial treatments of minor injuries. The student's emergency contact will be notified immediately by phone whenever medical treatment is administered to a student, and an Incident Report will be kept in the student's permanent file. In such cases, it is especially crucial that the school has working phone numbers for students' parents and for alternate contacts in the event that a parent is unavailable. Please be vigilant in keeping the school's records for your child up-to-date.

### *Visitor Identification*

To help ensure a safe and secure learning environment for your children, all visitors to **Atlanta Preparatory Academy** are welcome during active business hours, required to sign-in at the school office and to wear a visitor's pass. Faculty and staff have been instructed to escort anyone not having a pass immediately to the office for identification.

### *Fire Drills/Evacuations*

The school will have at least one fire drill per month within the school hours. Specific signals and procedures have been established for all types of disaster drills, and safety areas have been designated. Teachers are equipped with instructions and all drills will be practiced with students on a regular basis. The entire school will practice weather and security lockdowns. During these drills, no one will be allowed to enter or leave the school. Please be patient and understanding of this important rule. Your child's safety is our number one concern. In event all students and staff members have to evacuate the building, we will relocate onto the main grounds of Morris Brown College, adjacent to APA's main entrance.

## *Student Arrival and Departure*

**Morning Arrival Procedure:** All students enter APA on Maple Street. The entrance door is closest to the MLK Dr. & Maple Street intersection, under the purple awning. This entrance leads directly into the cafeteria. Car riders are encouraged to approach the school from Northside Dr. (pass the Vine City MARTA station) and park along the right side of Maple Street. APA staff will welcome families and escort students towards the entrance. Students arriving on our school bus will depart the bus on MLK Dr. and walk to the Maple Street entrance. Staff will escort all bus riders into the school. Grades K-2<sup>nd</sup> will have breakfast in the cafeteria. Students in grades 3-7 will pick up their breakfast trays and proceed to the all purpose room (Gym) for breakfast. Staff at the bottom and top of the stairwell will aid students in a safe and expedient transition. The Maple Street entrance will close and lock promptly at 8:30 a.m. Students arriving after 8:30 a.m. must enter the school through the main entrance on Walnut Street. (Please see tardy policy)

**Afternoon Dismissal Procedure:** All students will dismiss from the Maple Street door. All students in grades K-2<sup>nd</sup> will meet in the cafeteria and be dismissed from that location as parents arrive to pick them up. Teachers of those groups will escort and monitor students until pick-up. Students in grades 3-7 will meet in the all purpose room (Gym) and transition to the cafeteria to exit from the Maple Street door as parents arrive to pick them up. Parents are encouraged to park on Maple Street (see morning arrival procedure) and request students from staff on duty. Staff will aid students transitioning from the all purpose room to the Maple Street exit.

Students picked up from outside aftercare providers will remain in their grade level areas until bus arrival. Students will dismiss from their assigned areas and receive an escort to provider's transportation.

**Students will not arrive nor dismiss from the main office, except for early dismissal. All tardy students (8:00 – 8:30) will enter the Maple Street entrance. An attendance monitor will provide a tardy slip and record time of arrival.**

**Note:** A legal document is required to support any questions of custody between divorced or separated parents. Unless the Chief Administrative Officer is informed otherwise, either natural parent is considered to have access to or request dismissal of a student.

## **School Bus Behavior Policy**

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### *Safe Bus Riding*

Students at **Atlanta Preparatory Academy** are expected to conduct themselves according to school-wide PAWS expectations in all school settings—including on the bus. Following school rules on the bus is essential not only for developing good character, but for ensuring students' safety.

The proper behavior among students while being transported on a bus is fundamental to safety. The lack of appropriate behavior on the bus has an effect on every student's safety. The most dangerous aspect of unruly behavior is the distraction it causes to the bus driver, whose main focus is concentrating on traffic and traffic conditions, not on discipline. Any behavior that causes the driver to shift their attention from traffic to discipline will not be tolerated. Safe student transportation for all students is our goal.

**Safe Bus Riding**



Students at **Atlanta Preparatory Academy** are expected to conduct themselves according to the *Code of Civility* and to practice such virtues as respect, responsibility, and kindness, in all school settings—including on the bus. Following school rules on the bus is essential not only for developing good character, but for ensuring students' safety.

The proper behavior among students while being transported on a bus is fundamental to safety. The lack of appropriate behavior on the bus has an effect on every student's safety. The most dangerous aspect of unruly behavior is the distraction it causes to the bus driver, whose main focus is concentrating on traffic and traffic conditions, not on discipline. Any behavior

that causes the driver to shift their attention from traffic to discipline will not be tolerated. Safe student transportation for all students is our goal.

**Policy:**

1. Because misconduct by even one student creates an unsafe condition for all students, the rules will be strictly enforced.
2. Parents/Guardians are primarily responsible for their children’s behavior on the bus. Parents must ensure that their children understand and follow bus behavior rules and understand the consequences of failing to follow the rules.
3. The CAO will take disciplinary action if rules are not followed. Riding on the bus is a **privilege** that may be suspended or revoked when a student does not behave in a safe and appropriate manner.
4. Categories and definitions of misconduct on the bus are:

**Minor Misconduct** – (i.e. standing while the bus is in motion; eating; drinking; chewing gum);  
**Serious Misconduct** – (i.e. damage, theft or stealing);  
**Severe Misconduct** – (i.e. fighting, throwing objects either inside or outside the bus);  
**Criminal Misconduct** – ( i.e. assault, terrorist threats, illegal conduct)

a) Penalties for misconduct on the bus are:

- a. Oral or written warning for the first referral in the Minor Misconduct category, increasing to a 1 – 5 day suspension of riding privileges for the second and culminating in suspension of riding privileges for remainder of the school year upon a fifth referral.
- b. Oral warning; written record and suspension of riding privileges for 5 days for any referral of Serious Misconduct culminating in suspension of riding privileges for remainder of the school year upon a second referral.
- c. Notification of authorities, written record and revocation of riding privileges for remainder of the school year for Severe and Criminal Misconduct and other additional action as appropriate including expulsion.

b) Parents/Guardians must ensure that their children understand and follow the rules for riding the school bus described in the box below.

*While the school’s Chief Administrative Officer administers the School Bus Behavior Policy, success requires everyone’s backing, cooperation and support, including parents/guardians, teachers, and other school officials.*



<b>CHAMPS for THE BUS</b>				
<b>C</b>	<b>H</b>	<b>A</b>	<b>M</b>	<b>P</b>
<b>0</b>	<b>Raise Your hand</b>	<b>Safe ride home</b>	<b>Stay in your assigned seat</b>	<b>Be a role model rider!</b>

If a student breaks a rule on the bus, the driver will notify the Chief Administrative Officer, and swift action will be taken. **Serious misbehavior may lead to the suspension or expulsion of bus riding privileges. Riding the bus is a privilege and is limited to only a few students. The school will remove students from the bus unless the bus rules are followed.**

Parents with specific complaints about bus service should notify, in writing, the Administrative Assistant.

**Solicitation**

Solicitation of or by any student, parent, or staff member on school property for any cause except those authorized by the Chief Administrative Officer is strictly prohibited.

**School Bus Discipline Policy**

1. Because misconduct by even one student creates an unsafe condition for all students, the rules will be strictly enforced.
2. Parents/Guardians are primarily responsible for their children’s behavior on the bus. Parents must ensure that their children understand and follow bus behavior rules and understand the consequences of failing to follow the rules.
3. The CAO will take disciplinary action if rules are not followed. Riding on the bus is a privilege that may be suspended or revoked when a student does not behave in a safe and appropriate manner.

Level of Offense	1st Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense	4 <sup>th</sup> Offense	5 <sup>th</sup> Offense
<b>Minor Misconduct</b> <ul style="list-style-type: none"> <li>• Eating</li> <li>• Drinking</li> <li>• Chewing gum</li> </ul>	Written warning	1 day bus suspension	5 days bus suspension	10 days bus suspension	Permanent loss of bus privileges
<b>Major Misconduct</b> <ul style="list-style-type: none"> <li>• Damage to bus</li> <li>• Theft</li> <li>• Profanity</li> <li>• Fighting</li> <li>• Throwing objects either inside or outside of the bus</li> <li>• Limbs out of bus</li> <li>• Yelling/screaming</li> <li>• Standing when bus is in motion</li> <li>• Bullying</li> <li>• Non-compliance to adult directions</li> </ul>	3 days bus suspension	5 days bus suspension	10 days bus suspension	Permanent loss of bus privileges	
<b>Criminal Misconduct</b> <ul style="list-style-type: none"> <li>• Assault</li> <li>• Terrorist threats</li> <li>• Illegal conduct</li> <li>• Exposure of private parts</li> <li>• Possession of a weapon</li> </ul>	Permanent loss of bus privileges  Legal action				

**Money and Other Valuable Property**

Students are encouraged to leave all money and other valuable property at home. **The School assumes no responsibility for the loss or theft of such articles.**

### ***Candy, Gum, and Toys***

Students may not bring candy, toys, or other non-school related items to school unless approved by the teacher. The student assumes responsibility for any items brought from home. Toy weapons are strictly prohibited. Students should not bring MP3 players, headphones, radios, games, virtual pets, Game Boys, etc. These items will be confiscated and only returned to a parent.

### ***Student Use of Cell Phones***

APA realizes that parents frequently provide their children with cell phones to use in cases of emergency. While we understand this, cell phones should not be used by students during school hours, including during before care, after-care, or during participation in after-school activities. Students should turn their cell phones off and store them in their book bags. If a teacher or other staff member sees or hears a student's cell phone, the cell phone will be confiscated and will only be returned to the parent. Additionally parents should not attempt to call their children on their cell phone during the school day. If a parent needs to speak to their child during school hours, parents should contact the main office and ask to be connected to the child's classroom.

### ***Extracurricular Activities***

Atlanta Preparatory Academy will also offer clubs and sports to fit the interest of all students. Basketball, chess, jump rope club, soccer, girl/boy scouts, book club, fitness club, service club, cheerleading, sign language, Spanish, music, and photography club are being considered, depending on student interest and volunteer support. If you are interested in sponsoring a club, sport, or activity, complete a Volunteer application in the main office. Extra-curricular activities will begin the first week of September 2011.



## Code of Civility

*A Blueprint for Living and Learning*

## Introduction

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The faculty and staff at **Atlanta Preparatory Academy** are dedicated to providing the School's students with the skills necessary to reason, communicate, and live with dignity in a civil society. Central to this mission is the creation of a school community characterized by caring, discipline, order, and respect.

The school's *Code of Civility* has been designed to guide the efforts of teachers and staff in creating a safe, orderly environment and to reinforce the primary mission of the school: rigorous academic learning. The *Code*, which states clearly all school-wide rules governing student behavior as well as the consequences for breaking the rules, will serve as a contract among parents, students, and staff.

The Code of Civility is based on a school-wide system of Positive Behavior Support, developed by the school leadership and staff, with guidance from Mosaica Education, Inc. This system offers common school-wide expectations in all settings of the school, common approaches to encouraging expected behavior in the classrooms, as well as systems for celebrating and recognizing students who are successful in meeting these expectations.

Establishing a policy that promotes a positive, nurturing learning environment, with fair and consistent discipline is an ongoing process. Alone, this *Code* will not ensure school discipline, nor will it develop an individual's character. As part of a comprehensive effort supported by all members of the school community, however, it will guide the process. Faculty and staff will work continuously to achieve as much consistency as possible with regard to disciplinary matters, and they will be prepared to revise and adapt disciplinary procedures as necessary.

Embracing the principles outlined herein is a first and vital step toward creating the type of environment in which all children can thrive. It will not only minimize physical harm and disruption among students, it will help establish among all members of the school community the habits that characterize a civil society. This is our *Code*, a blueprint for living and learning.

## **Roles and Responsibilities**

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Each member of the Atlanta Preparatory Academy community has a role to play in creating a safe, orderly environment that is conducive to learning. The various roles and the responsibilities that accompany each are outlined on the following pages.

### ***Classroom Teachers***

The classroom teacher is on the “front lines” of the school’s Positive Behavior Support and discipline policy, including character education. They are the epicenter of the program, working to create the desired learning community. Teachers will continually emphasize to student and parents the importance of PAWS school-wide expectations, and will use this language consistently within the school community. PAWS will be established as rules for the school and each classroom. All members of the learning community will be encouraged to meet these expectations. Teachers will underscore expectations for student behavior by relating student actions to PAWS, and to the character virtues explored and studied in Paragon and Walking with Giants (as described later in this document). In this way, teachers will focus on teaching and encouraging appropriate conduct, rather than just trying to “control” behavior.

Three basic principles of classroom management and discipline will be implemented by all teachers:

- At the beginning of the school year, students will be given the information they need to behave responsibly in each type of classroom activity and non-classroom settings. Their efforts will be reinforced throughout the year.
- Teachers will strive to interact frequently and positively with each student when the student is behaving appropriately.
- When misbehavior occurs, teachers will calmly and consistently implement the steps to their classroom management plan. These steps are small corrective actions taken in response to inappropriate behavior, using such instances as teaching opportunities. The focus of interaction with each student will continue to be primarily positive, with a ratio of at least four positive interactions to every one correction.

Teachers will work in collaboration with other staff (including intervention teams as needed) to solve problems that are chronic or severe. Techniques that Atlanta Preparatory Academy teachers are encouraged to use to address minor behavior problems as well as procedures for responding to chronic misbehavior are described under “Encouraging Appropriate Conduct.”

Effective teaching starts with a healthy and supportive learning environment. Teachers at APA are trained to address student needs both pro-actively and positively. All teachers will implement at least 12 effective classroom management strategies to promote pro-social skill sets as well as assisting students will adjustments. Along with using CHAMPs as a guide for individual student behaviors in instructional and non-instructional areas of the school, teachers will use the following research based techniques:

- offer choice
- encourage each student
- solve problems with students
- focus on the expectation(s)
- give logical consequences
- use desist techniques
- engage students
- communicate expectations effectively
- acknowledge student’s needs/strengths/personal situations
- create and nurture positive relationships with students and their families
- acknowledging individualism within learning groups

Teachers will use all of the above strategies to address minor classroom offenses. If a student receives two (2) referrals for minor infractions in a day, or one (1) referral for a major infraction, the student will visit the Behavior Intervention Specialist for individualized supports.

### ***Chief administrative Officer***

The role of the Chief Administrative Officer with regard to establishing a nurturing, positive environment with consistent discipline is to guide staff and students in their efforts to ensure student success—the central mission of Atlanta Preparatory Academy.

The Chief Administrative Officer will have a thorough working knowledge of the *Code of Civility*, and when necessary will assist staff in implementing classroom and school-wide management procedures. Working with appropriate staff, the Chief Administrative Officer will provide training and continued support to teachers as they strive to teach students the value of following the school-wide expectations (PAWS).

The Chief Administrative Officer will assist staff in responding to severe misbehavior, such as insubordination and physically dangerous and/or illegal acts, as well as any chronic or recurring problems. In certain cases, appropriate staff will initiate time-out periods, parent conferences, in-school suspensions, out-of-school suspensions, or other severe consequences. The Chief Administrative Officer may also contact the appropriate law enforcement authorities, depending on the nature of the infraction. If the Chief Administrative Officer is unavailable to assist with a crisis situation, the school's administrative assistant will direct referrals to another assigned staff member.

The Chief Administrative Officer will lead the school's Leadership Team and will be responsible for ensuring that the Team meets on a regular basis. In addition, the Chief Administrative Officer will assist teachers with the implementation of their classroom management plans, if needed.

### ***Leadership Team***

The Leadership Team, led by the Chief Administrative Officer, will do the following throughout the year:

- Create a school culture that focuses on student and adult learning.
- Set high expectations and standards for the academic and social development of all students and the performance of adults.
- Demand content and instruction that ensures student achievement of academic standards as outlined in the charter agreement.
- Create a school philosophy that values continuous learning for adults tied into student learning and other school goals.
- Use multiple sources of data collection to analyze barriers to achievement and to access, identify and apply instructional improvement.
- Actively engage the community to create shared responsibility for student and school success.

Annually the Leadership Team will:

- Conduct a formal year-end review of the School's Positive Behavior Support programming, discipline policies and procedures. This process will include a review of all suggestions made during the year, surveys, a review of all office referrals and all exclusionary timeouts from reinforcement, and a staff review of all common area problems. As part of the year-end review, staff will form various committees focused on each of the school's common areas (e.g., playground or hallways). Each committee will review the policy for its specific area and present any suggested changes to the entire staff for feedback. Policies will be rewritten as necessary, based on staff feedback.
- Review PAWS and other Positive Behavior Support activities and the school's disciplinary policies with staff at the beginning of each new school year to ensure that students will be taught (or re-taught) the school's rules, and that the school's expectations for conduct and character development are understood in all classrooms and common areas.

The role of the **Curriculum Implementation Specialist (CIS)** focuses on the academic programs at the school, and offers ongoing professional development, both formally and informally, to support the faculty in curriculum implementation and instruction that yields continuous student achievement. The CIS also plays an important role in evaluating classroom management.

As a member of the leadership team, the Behavior Intervention Specialist (BIS) serves as the catalyst for improved classroom management at the school, and manages the initiatives stemming from the school-wide systems of Positive Behavior Support. The BIS offers teachers ongoing and targeted professional development, both formally and informally, to directly support classroom management and to help ensure continuous student achievement. The BIS plays the lead role in evaluating the efficacy of disciplinary procedures and assisting staff in programming for chronic misbehavior.

### ***Support Staff***

The **Atlanta Preparatory Academy** staff includes an Administrative Assistant, Special Education Coordinator/Teacher, and a health aide.

The **Administrative Assistant** for the school serves as the first point of contact for parents, monitors parents' concerns and supports the Chief Administrative Officer and Leadership Team ensuring compliance with corporate, local, state and federal guidelines and procedures.

The school has a full-time **Special Education Teacher/Coordinator** to address the needs of students requiring services. The Director of Behavior Support and Special Education for Mosaica Education, the school's education management provider, will serve as a resource to the school in assisting with the implementation of Individual Education Plans (IEPs), special education referral processes, and staff development related to students with special needs. The on-site teacher/coordinator will provide vital information and support to the leadership team.

Following the Atlanta Public Schools plan for Charter Schools, Atlanta Preparatory Academy will contract with local providers for speech, language, and psychological services, occupational therapy, physical therapy, and other related services as identified by students' IEPs.

A **health aide** will be available to faculty, staff, and students to provide medical assistance to those who are ill or injured as well as consultation on such matters as personal hygiene, nutrition, substance abuse, depression, child abuse, or neglect. When the health aide is not on school grounds, assigned staff will assist students in need and will contact parents accordingly.

### ***RESPONSE TO INTERVENTION TEAM (RTI)***

Even after establishing a positive classroom environment with clear behavioral expectations, a student may still behave inappropriately. In such cases, the teacher may wish to explore additional behavioral or academic interventions that may help the student to be more responsible. The Response to Intervention (RTI) team may be convened to assist in this effort.

The RTI team will include the student's teacher, the Chief Administrative Officer or designee, and other appropriate staff members who work with the student. The RTI team will help develop creative approaches to discipline challenges, targeting the specific needs of individual students. This team also addresses academic concerns, and interventions are developed and implemented according to need.

This team uses a three-tiered approach to individual interventions, using clearly defined goals and collecting data to determine if a student is responding to the interventions. Movement through the tiers of this process, or fading of the plan is dependent upon how the student is responding to the intervention. Thus the team uses a "Response to Intervention (RTI)" approach.

### ***Students***

Students at the school will take pride in their efforts to follow the PAWS expectations and will ultimately make link between these behaviors and the virtues embodied in the heroes studied through time in Paragon and Walking with Giants. In the classroom, students are expected to follow the teacher's classroom rules at all times.

### ***Parents***

Parents are encouraged to participate fully in the education of their children. The support and cooperation of parents is the basis of and vital factor in supporting a child to reach his or her full potential. First and foremost, parents will be expected to support the academic learning of their children by maintaining high expectations for both the students and the school. The major role of parents with regard to discipline and character education at the school is to demonstrate consistent interest in the children's progress at school and support for their best efforts. Parental support provides an enormous incentive for children to strive for excellence. Parents will be kept informed of students' efforts through conferences, progress reports, report cards, phone calls, and notes.

Parents may be asked to help teach their child specific skills, such as remembering homework, learning to be more independent or managing anger in a mature way. If parents are asked to assist staff, specific information will be provided on ways to help the student.

If there is a severe or recurring problem, parents will be asked to help staff teach the student an alternative set of behaviors. In such cases, it is important to recognize that teaching a student to behave appropriately as a contributing member of this school community will enable him or her to succeed in middle and high school. By working together, parents and staff can help the student acquire the skills that will increase opportunities for success throughout life. Consistent failure to comply with the specifics of the school's plan for teaching appropriate behavior will disrupt learning and in some case result in stern disciplinary measures including the student's expulsion.

Parents who have concerns about their child's adjustment to the school or any aspect of the school's program and policies will be asked to discuss their concerns first with their child's teacher. Every teacher at the school will be prepared to work with parents and respond to parental concerns appropriately and expeditiously. The school's leadership team will also be available if there are issues that exceed the scope of a parent-teacher conference.

The *Code of Civility* will be sent home with students each fall. Students and parents will be asked to discuss the *Code* together and to sign a form indicating that they understand and agree to the school's rules and expectations. The *Code* will thus serve as a contract among students, parents, and school staff, involving the parent at the most fundamental level in their children's character development. The Chief Administrative Officer will make appointments to discuss the *Code of Civility* with any parents who do not return signed copies of the form indicating their approval of the *Code*.

## **Encouraging Appropriate Conduct**

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At Atlanta Preparatory Academy, students will be encouraged to make appropriate choices regarding their personal conduct. Following are the chief means by which faculty and staff will ensure order and support the development of good character at the school.

### ***Acknowledging Appropriate Conduct***

#### **Positive Interactions and Positive Feedback**

Daily interactions between staff and students provide the best opportunities for encouraging appropriate behavior and promoting the development of good habits during school hours. Staff at the school will interact with students in a consistent and supportive manner. Staff will attempt to interact with each student four times more frequently when the student is engaged in appropriate behavior than when the student is behaving inappropriately.

Positive interactions will include greeting students, talking to students, making eye contact, smiling, and overtly praising students when such accolades are deserved. When praising students, staff will attempt to provide them with specific information about which behaviors are contributing to success. For example, a staff member might say, “Alicia, you have been very responsible in remembering to bring your homework on the day it is due.”

#### **Student of the Day/High Five Awards**

At the end of each day, teachers will grant Student of the Day Awards to acknowledge and reward students for demonstrating exceptionally responsible behavior, trying their best, cooperating, and showing respect. Award-winning students will receive special certificates, which they will take to the office. The Chief Administrative Officer will personally congratulate the students and sign their certificates.

#### ***PRINCIPAL’S AWARD***

Each year, every student takes the ITBS and CRCT achievement tests. We believe in rewarding academic excellence, therefore, we have established the yearly Principal’s Award. The top ITBS and CRCT achiever in each grade-level will be honored with a Principal’s Award. The top two student achievers in each class will receive a special certificate. We hope that you will encourage your child to strive to earn one of these prestigious awards!

#### **Classroom Positive Management Systems**

Classroom management plans at upper grades are determined as a team and follow a progressive plan similar to students in grades K – 2.

The following classroom management plan is in effect for grades K-2.

At the beginning of each day, teachers will issue all students green cards, indicating a clean slate for student conduct. These cards will be placed in a pocket wall chart in the front of the classroom.

The first time a student violates a school-wide expectation (PAWS), the teacher or the student will replace the green card with a yellow card as a warning. Upon the second violation, the student will be issued a blue card, and he or she will lose five minutes of valued time (i.e. recess or non-structured activities). Upon the third violation, the student will receive a red card, and he or she will be referred to the office with an office referral.

Teachers will maintain a wall chart with every student’s name on it and a record of who maintains their green cards throughout the day. These students will be recognized as members of the Green Team. When entire classes “stay on green” for the duration of the day, the Chief Administrative Officer or Behavior Intervention Specialist will recognize provide special recognition and congratulations. After an entire week with no conduct violations, the class may enjoy a special celebration.

## **Class-wide Goal of the Month**

Each class at the School will be encouraged to identify a specific goal toward which it will strive during each month, with a focus on the PAWS expectations and character virtues displayed by our heroes studied in Paragon and Walking with Giants. As students identify class-wide goals, teachers will help them understand how their objectives relate to school-wide goals. For example, if a class chooses to focus on timely homework completion as its goal of the month, teachers will discuss how that relates to “W” in PAWS: I will work hard in all classes and complete all class and home assignments. -Once the class has determined its monthly objective, teachers will plan to conduct a weekly lesson on how to achieve the goal, including such exercises as role playing, positive practice, related read-aloud stories, writing assignments, or art projects. Students will collectively explore ways to reach their goal, practicing problem solving, planning, and establishing benchmarks for achievement.

At the end of each month, each class will evaluate its progress through discussion or a simple evaluation procedure established by the students. During this process, students may decide to continue striving toward their goal or shift their focus to a new objective. Upon achieving its goal of the month, the class will be presented with a certificate documenting its accomplishments.

## **Incentives/Drawings**

APA’s school wide expectations or PAWS reflect our core values. Students strive to achieve PAWS points each day, which accumulates into weekly points and averages. Each letter represents specific behaviors expected of all APA stakeholders. Students are awarded 16 points a day, five days a week for demonstrating behaviors aligned with our school wide expectations. Specifically, students earn 4 “P” points a day: arriving to school on-time, in uniform, and prepared with homework and supplies (4 points). Students earn 4 “A” point throughout the day for being attentive to their classroom, hallways, restrooms, and cafeteria conditions. Students earn 4 “W” point for working hard and demonstrating perseverance during class and home assignments. Students can earn 4 “S” point for pro-social skills with peers and adults.

Students achieving at least 85% of the weekly points (68-80 points) per week are entered into a monthly drawing for prizes previously identified by the students. Teachers with class averages of 85% or higher are entered into a monthly teacher drawing for prizes previously identified by the teachers.

Assemblies and celebrations are scheduled throughout the school year to review and celebrate PAWS expectations & to host guest speakers from a variety of disciplines. PAWS celebrations are held monthly to for students earning 85% and more of their PAWS points. Parents and guardians are invited and encouraged to attend. Invitations to PAWS celebrations are distributed to invited students by Dr. Walker.

## **Correcting Inappropriate Conduct**

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### **Consequences for Minor Misbehavior**

It is expected that the great majority of students at the school will strive to meet the expectations for responsibility and self-discipline outlined herein. It is also understood, however, that no single set of procedures will be effective in helping every student develop the skills and attitudes necessary for success. Therefore, a series of interventions will be designed for students who have not been motivated by the school-wide procedures. As teachers and faculty adapt disciplinary procedures to meet individual needs, the focus will remain positive and an emphasis will be placed on the continuing need for calm and consistent consequences.

Students will learn that certain actions are unacceptable at the school and misbehavior has consequences that are neither amusing nor pleasant. Students who engage in any type of misbehavior, whether minor or severe, will be required to make amends and/or restore the situation. Restitution may involve an apology; community or school service; or fixing, replacing, and/or paying for damage caused. The Chief Administrative Officer and/or teacher will determine the type of restitution required for a particular infraction. If possible, the restitution assignment will be communicated to the student's parents prior to his or her completion of the task. In all cases, parents will be informed of the child's inappropriate behavior and the restitution requirement.

We believe that the classroom, as a learning community is the place for most minor disruptions to be addressed. Such disruptions will be addressed using the classroom management plan as outlined earlier within this code. By developing solutions in the classroom between the teacher and the student, there is a much higher chance of future success and engagement with instruction as the school-year progresses. Such minor disruptions addressed within the classroom may include, but are not limited to:

- Talking out in class, even after re-direction or prompted to stop
- Leaving seat without permission
- Chewing gum or eating at inappropriate times
- Use of inappropriate language (not directed as a personal threat)
- Not engaging in class assignments or turning in assignments
- Verbally Arguing with other students
- Physical scuffle (violation of personal space – not an intentional physical assault)
- Taking others student's school supplies
- Not following teacher directions

### **Office Managed Behavior: Minor**

Classroom management strategies are taught to our teaching staff on a regular basis. A regular focus of these strategies is on prompting students to correct their own behavior, and at times, re-teach the expected behaviors when they occur. Sometimes, minor behaviors become so disruptive that that instruction can not continue. This includes when a teacher has exhausted all

of the steps to the classroom plan. In these cases, the BIS will assist the student in addressing their needs and returning to class for instruction. These solutions may include:

- Contacting student's parents and gaining input and suggestions
- Completion of a short term behavioral contract that lasts for the remainder of that day
- Logical consequences specific to the situation such as an apology, returning taken items, making up missed work during recess or after school, etc.
- Other consequences may be imposed specific to the situation, and assigned by the BIS with approval from the CAO or directly from the CAO.

### **Consequences for Severe Misbehavior**

Most misbehavior will be handled with discussion or the use of mild consequences. However, severe misbehavior will be met swiftly with equally severe consequences. Such behavior is defined as belonging to at least one of the following categories:

- ❑ Insubordinate behavior
- ❑ Physically dangerous behavior
- ❑ Illegal behavior

Insubordinate behavior is the direct refusal to comply with a reasonable staff instruction within a specified period of time. In such cases, the staff member involved will first explain to the student why his or her actions are inappropriate and will issue a mild consequence for the offense. Such action will follow the teacher's progressive classroom management plan. If the student continues to disregard the staff member's instruction in the course of the same day, and the teacher has exhausted the classroom plan, the student –will be sent to the office and the incident will be reported to the appropriate staff member.

Insubordination is a breakdown in communication. When a student has been referred to the office for this offense, the CAO, BIS or designee will arrange a conference between the student, the staff member involved, and possibly the student's parent or guardian. The purpose of the conference will be to establish a plan that will help the student communicate more responsibly in the future. Whenever possible, the student will be returned to the learning environment to engage in instruction as soon as possible. When this happens before a conference can take place, a short term contract may be used that is developed between the student and BIS or CAO. This contract will be honored and carried out by the classroom teacher.

In cases where a student has left the assigned class area without permission (away without leave), the teacher will notify the main office of the situation and personnel will be assigned to assist in locating the student. A temporary plan will be put into place, including notification to the student's parents, and a conference scheduled between the teacher, student, parent and interventionist (BIS).

### **Consequences for Severe Misbehavior (continued)**

In cases of physically dangerous behavior—fighting, assault, verbal assault, physical intimidation, sexual intimidation—staff will firmly inform the students to stop the physical altercation. If the students do not respond, staff will use professional judgment to determine whether or not to intervene physically. Staff will not be required to take action that could be physically dangerous; in such cases, another student will be sent immediately for assistance. The Chief Administrative Officer or designee will notify parents and make all decisions regarding whether to contact the appropriate law enforcement authorities.

If a staff member is aware that a student has been or is engaged in illegal activity, the staff member will refer the case to the office. The Chief Administrative Officer or designee will notify the student's parent or guardian and make all decisions regarding whether to contact the appropriate law enforcement authorities. Any student who brings a weapon to school or who uses a dangerous item in a way that makes another person feel threatened is subject to immediate expulsion. All incidents involving weapons will be reported to the appropriate law enforcement agencies.

## Insubordination: A Scenario

*Custodian: "Jason, you need to slow down and walk in the hallways."*

*Jason: "You're just the custodian. I don't have to do what you say!"*

*Custodian: "Jason, stop, that was disrespectful. Here, we work hard to respect everyone. I think you owe me an apology."*

*Jason: "I don't have to do what you say!" (Jason begins walking away.)*

*Custodian: "Jason, we are not finished talking. Please come back and speak with me, or I will need report this to the BIS or CAO."*

If Jason walks away, he is being insubordinate and the custodian will refer him immediately to the school main office. If Jason refuses to go to the office, the custodian will make no effort to coerce him; rather the custodian will simply inform the office of the chain of events.

If Jason listens to the custodian's instructions and apologizes, no office referral will result. A reasonable consequence may be imposed for the disrespectful behavior, such as having Jason work with the custodian during a recess or notifying his teacher.

*The following consequences may be applied in cases of severe misbehavior.*

### *Office Referral*

Referrals to the office will be made only in response to severe or recurring behavior problems. Reserving office referrals for such cases will help combat the notion that being sent to the office is "no big deal."

When making an office referral, the referring staff member will complete an Office Referral Form as soon as possible after the infraction. The BIS, under the direction of the Chief Administrative Officer and office staff will keep records on all office referrals, and the records will be reviewed by the School's Leadership Team at least four times a year. Using these records, the Leadership Team will determine whether it is necessary to revise School policies, or whether there is a need for further staff development to ensure the consistent implementation of current policies.

### *Exclusionary Timeout from Reinforcement*

*At Atlanta Preparatory Academy, exclusionary timeouts from reinforcement will be used for students who need a neutral environment to help manage their own behavior, or to cool down or reflect on inappropriate behavior. Such timeouts involve removing the student from the instructional setting to a supervised area, such as the back of a classroom or the office. An exclusionary timeout from reinforcement may also be imposed as a consequence of misbehavior.*

*Faculty, staff, and school leaders will adhere to the following procedures when imposing an exclusionary timeout from reinforcement. No student shall ever be unsupervised during a timeout situation.*

1. Upon the behavioral infraction, the student will be sent on a three-minute timeout away from the instructional setting. The student will be told in a firm, non-emotional voice, that he or she has made the choice to continue the inappropriate behavior, and that a timeout is the consequence.
2. When the three minutes have passed, the student will be required to complete a compliance set—roughly ten simple tasks to be completed (e.g., touch your nose, stand up, touch your ear, raise your hand).
3. Upon the successful completion of the set, the child will be allowed to rejoin the group.

4. The child will be required to make-up the time spent in timeout during an activity that is relatively rewarding (e.g., recess or unstructured activities) as appropriate to the situation.
5. If the child does not follow the directions during any of the previous steps, the timeout procedures will be repeated. The student will owe this extra time (see #4).

*Records of the number of exclusionary timeouts from reinforcement imposed and the students involved will be maintained and reviewed by the Leadership Team at least four times a year. These records will be used to make judgments about the efficacy of the school's timeout procedures for helping students learn to be responsible.*

□ *Suspension*

*In response to cases of severe misbehavior in which a student violates school policies, rules, or regulations, or otherwise interferes with the orderly operation of the school, the Chief Administrative Officer or a designee may suspend or temporarily remove the student from school. Suspension will be regarded as a serious consequence and students will be removed immediately. If there are extenuating circumstances preventing immediate removal from the school grounds, the Chief Administrative Officer or designee will assume full responsibility for the student until he or she is removed. The student's parents will be required to meet with the CAO, BIS or designee and any staff members involved in the suspension prior to the student's return to the school. A suspended student must make up missed work, and will not be allowed to be on the school grounds or to attend any school-related functions at any time during the suspension. In addition, the student may be required to complete homework related to the disciplinary infraction. For suspensions of 10 days or less, the student's parents will be required to meet with the CAO and/or BIS and any staff members involved in the suspension prior to the student's return to the school. The Atlanta Preparatory Academy will take into account the disabling condition of any student identified as having or suspected of having a disability in the exercising of this option, and will comply with state and federal guidelines regarding such a situation.*

*Upon receiving two out of school suspensions for the same or different offense against the Code of Civility, the student's discipline record will be forwarded to the Atlanta Preparatory Academy Board of Directors for a proactive investigation of whether Atlanta Preparatory Academy is the most appropriate placement for the student.*

Terms defined:

“At school” means in a classroom, elsewhere on school premises, on a school bus, or other school-related vehicle, or at a school-sponsored activity or event whether it is held on school premises or elsewhere.

“Physical Assault” means intentionally causing or attempting to cause physical harm to another through force or violence.

"Expulsion" is defined as the removal of the right and obligation of a student to attend the school under the conditions set by the school's Board of Trustees. A student who brings a dangerous weapon to school or uses an implement in school in any way that makes another student, staff member, or school volunteer feel threatened will be subject to an expulsion hearing before the Board of Directors. An expelled student will not be permitted on school grounds or at any school-related functions for the duration of his or her expulsion. If the expulsion is for a limited time, such as one year, the expelled student may choose to attend another school during this period. Students under the age of fourteen may be expelled for the duration of the existing school year.

□ Expulsion

Expulsion is defined as the removal of the right and obligation of a pupil to attend the school under the conditions set by the school's Board of Trustees. A student can be recommended for expulsion if the student has had three or more suspensions for severe misbehavior (as defined in the section on suspension). The CAO will make a recommendation to expel a student to the School Board.

A student who brings a dangerous weapon to school or uses an implement in school in any way that makes another student, staff member, or volunteer feel threatened will be subject to an expulsion hearing before the School Board. If a student brings a firearm to school, the student will be expelled for at least one year. If a student enrolled in grade 6 or above commits a physical or verbal assault at school against a person employed by or engaged as a volunteer or contractor by the school board, and if the physical or verbal assault is reported to the school board, or building CAO by the victim or, if the victim is unable to report the assault, by another person on the victim's behalf, then the school board, shall expel the student from the school permanently. In addition, if a student in grade 6 or above makes a bomb threat or similar threat directed at a school building, other property, or at a school-related event, then the school board, or designee on behalf of the school board, shall expel the pupil from the school for up to 180 school days. If the CAO receives a report of physical or verbal assault, he or she shall forward the report to the school board with the recommendation to expel. If an individual is permanently expelled, the school shall enter on the individual's permanent record that he or she has been permanently expelled pursuant to state law.

An expelled student will not be permitted on school grounds or at any school-related functions for the duration of his or her expulsion. If an individual is expelled, it is the responsibility of that individual and of his or her parent or legal guardian to locate a suitable educational program and to enroll the individual in such program during the expulsion. If the expulsion is for a limited time, such as one year, the expelled student may choose to attend another school during this period. Students under the age of fourteen may be expelled for the duration of the existing school year.

The tables on the following pages outline the specific procedures that will be applied in response to severe misbehavior. Each of the consequences listed for the various offenses will be imposed.

<b>MAJOR Infraction</b>	<b>1<sup>st</sup> Offense</b>	<b>2<sup>nd</sup> Offense</b>	<b>3<sup>rd</sup> Offense +</b>
<p><b>Insubordinate Behavior</b> (e.g., repeated disrespect toward staff members and peers, repeated refusal to follow directions,</p>	<ul style="list-style-type: none"> <li>▪ Student sent to the Office</li> <li>▪ Parent notified</li> <li>▪ Mandatory meeting among student, staff member involved, and CAO, prior to student re-entering situation or classroom</li> <li>▪ Temporary plan developed between student, BIS or CAO that will allow student to re-enter learning environment without disruption for the remainder of the day.</li> <li>▪ Student may be assigned a booster training session (individually or in a small group) to re-learn the school-wide expectations that pertain to the situation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student sent to the Office</li> <li>▪ Parent notified</li> <li>▪ Up to 1-3 day suspension (or longer depending on the severity of the offense), and mandatory meeting among parent, student, staff member involved, and CAO or BIS, prior to student re-entering School</li> <li>▪ Referral to Student Study Team to establish instructional discipline action plan/intervention; parent and student (if appropriate) are apprised of the plan</li> <li>▪ Parent may be asked to accompany child to School to assist with teaching appropriate behavior</li> <li>▪ Plan will outline further actions/consequences to be taken if the behaviors continue to occur.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student sent to the Office</li> <li>▪ Parent notified to pick-up student immediately</li> <li>▪ Suspension (such as 3-5 days or longer and mandatory meeting between parent and CAO and/or BIS, prior to student re-entering School</li> <li>▪ Student Study Team will meet to revise plan.</li> <li>▪ Repeated offenses may results in: <ul style="list-style-type: none"> <li>▪ Mosaica Education, Inc. may be notified and consulted on further action and intervention.</li> <li>▪ Long term suspension</li> <li>▪ Board of Directors involvement and consequences, such as parental attendance at school with student.</li> </ul> </li> </ul>
<p><b>Physically Dangerous Behavior</b> (e.g., fighting, assault, verbal assault, physical or sexual intimidation)</p> <p>The CAO may contact the appropriate authorities, depending on the severity of the dangerous behavior and the age of the student involved.</p>	<ul style="list-style-type: none"> <li>▪ Student sent to the Office</li> <li>▪ CAO may assign up to 1-3 day suspension (or longer depending on the severity of the offense), and mandatory meeting between parent and CAO or BIS, prior to student re-entering School</li> <li>▪ Parent notified</li> <li>▪ Student will be assigned a booster training session in order (individually or in a small group) to re-teach the applicable school-wide expectation)</li> <li>▪ A referral may be made to the Student Support Team - to establish instructional discipline action plan; parent and student (if appropriate) are apprised of the plan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student sent to the Office</li> <li>▪ Parent notified</li> <li>▪ CAO will assign a 3-5 day suspension (or longer depending on the severity of the offense), and mandatory meeting between parent and CAO and/or BIS, prior to student re-entering School</li> <li>▪ If not already involved in an intervention, the Student Study Team will convene establish instructional discipline action plan; parent and student (if appropriate) are apprised of the plan</li> <li>▪ Parent may be asked to accompany student to School to assist with teaching appropriate behavior</li> <li>▪ Failure to comply with the specifics of the instructional discipline action plan may result in referral to the school board for further action</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student sent to the Office</li> <li>▪ Parent notified</li> <li>▪ CAO will assign a Long-term suspension up to 10 days or expulsion, and mandatory meeting between parent and CAO, prior to student re-entering School</li> <li>▪ Board of Directors and Mosaica(School’s education management provider) are notified regarding possible recommendation for expulsion</li> <li>▪ If the student is returned to school, the SST will meet to review and revise the intervention plan as appropriate.</li> <li>▪ Parent must attend School with child to assist with teaching appropriate behavior</li> </ul>

Problem	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense
<p><b>Illegal Acts</b> (e.g., theft, vandalism, use of illegal substances, use or possession of dangerous items or weapons)</p> <p>The CAO may contact the appropriate authorities, depending on the nature of the offense and the age of the student involved.</p>	<ul style="list-style-type: none"> <li>▪ Student sent to the Office</li> <li>▪ Parent notified</li> <li>▪ 1-3 day suspension (or longer depending on the severity of the offense), and mandatory meeting between parent and CAO or BIS, prior to student re-entering School</li> <li>▪ A referral will be made to the Student Support Team to establish instructional discipline action plan; parent and student (if appropriate) are apprised of the plan</li> <li>▪ Depending on the type of weapon or controlled substance, a recommendation for expulsion may be made at this level of offense (with subsequent notice to the Board of Directors and MEI)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student sent to the Office</li> <li>▪ Parent notified</li> <li>▪ 3-5 day suspension (or longer depending on the severity of the offense), and mandatory meeting between parent and CAO and BIS, prior to student re-entering School</li> <li>▪ Student Study Team will meet to revise instructional discipline action plan; parent and student (if appropriate) are apprised of the plan</li> <li>▪ Parent may be asked to accompany student to School to assist with teaching appropriate behavior</li> <li>▪ Failure to comply with the specifics of the instructional discipline action plan may result in referral to the school board for further action</li> <li>▪ Depending on the type of weapon or controlled substance, a recommendation for expulsion may be made at this level of offense (with subsequent notice to the Board of Directors and MEI).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student sent to the Office</li> <li>▪ Parent notified</li> <li>▪ Long-term suspension up to 10 days or expulsion, and mandatory meeting between parent and CAO, prior to student re-entering School</li> <li>▪ Board of Directors and Mosaica Education (School's education management provider) are notified regarding possible recommendation for expulsion</li> <li>▪ Parent must attend School with child to assist with teaching appropriate behavior</li> <li>▪ If the student is returned to school, the SST will meet to review and revise the intervention plan as appropriate.</li> </ul>

## **Responsibilities in Common Areas**

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The school's common areas include the playground, hallways, rest rooms, and the multipurpose room. Because students from every grade and class will be using these areas under the supervision of various faculty and staff, it is important to establish rules and expectations that are commonly understood and consistently applied. With such rules in place, staff can focus on encouraging good character among students rather than correcting misbehavior.

Staff will continuously encourage appropriate behavior in the school's common areas through positive and friendly interactions with students. Verbal praise will be used to recognize students who exercise courtesy, safety, and respect. The leadership team will visit classrooms or use the intercom to compliment good behavior in the school's common areas. In addition, small rewards will be granted for especially good conduct; for example, two or three times a year, the entire student body will be allowed an extra ten-minute recess at the end of the day as a reward for consistently good conduct on the playground. Or, when students demonstrate appropriate behavior during lunches over a long period, the CAO or teacher may provide a special treat.

Specific applications of the school-wide expectations are posted in those locations of the school and are taught directly, and revised as appropriate by the school's Positive Behavior Support Team. The expectations are clearly defined through CHAMPS for instructional and non-instructional areas of the school, including the school bus, and out of building learning experiences.

## **Anti-Bullying Policy**

Bullying and other forms of intimidation are not tolerated and strictly prohibited in any form at APA as mandated by the Atlanta Board of Education Policy (JCD) and Georgia law (O.C.G.A. 20-2-715.1). Bullying is an act which occurs on school property, on our school bus, at designed school bus stops, or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system, that is: (1) any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present viability to do so; or (2) any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or, (3) Any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that : (A) Causes another person substantial physical harm within the meaning of Code Section 16-5-23.1 or visible bodily harm as such term is defined in Code Section 16-5-23.1; (B) Has the effect of substantially interfering with a student's education; (C) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or (D) Has the effect of substantially disrupting the orderly operation of the school. Cyber-Bullying is bullying that occurs by use of electronic devices through means of email, instant messaging, text messages, blogs, mobile phones, pagers, and websites. All students in grade K-12 found guilty of "bullying" will be discipline. Any student in grade 6-12 found guilty of "bullying" for the third time in a school year will be recommended for expulsion and referred for a nontraditional school or alternative school.

School bullying affects the safety and social well-being of the entire school community. Prevention and responding to school bullying is the work of every administrator, teacher, school staff member, student and parent. It is important for each of these individuals to recognize his or her role and responsibility in creating a school where bullying is not tolerated. Any child or adult who is bullied by another child or adult, or who sees another child or adult being bullied, is urged to report the incident immediately to the Chief Administrative Officer, Dr. Walker.

The following are examples of bullying which may include but are not limited to:

- Someone is threatening to beat you up in school, including when walking to or from school, on the bus, or at the bus stop, when you get off the bus, while talking to you on your cell phone, texting you or while you are online using instant messaging, in chat rooms or by email.
- Someone is taking something of yours without your permission.
- Someone is spreading rumors about you or your family (whether it is true or not).
- Someone is embarrassing you in front of others by either calling you names or doing something to you (like hiding your book, pulling your seat out from under you, etc.)
- Someone is telling other children or adults not to talk to you or be friends with you.
- Someone continues to shove into you in the halls and says it is always an accident.
- Someone is making negative comments or teasing you about your appearance, clothing, actions, personality or other things personal to you.

If you suspect your child is being bullied, remember to support your child, inform others and take action!

First, focus on your child. Be supportive and gather information about the bullying. Tell your child you are concerned about him or her and ask questions.

- Contact your child's teacher and/or principal. He or she will probably be in the best position to understand the relationship between your child and other peers at school. Ask the teacher to talk to other adults who interact with your child at school to see if they have observed students bullying your child.

Bullying, harassment or intimidation will not be tolerated. Disciplinary action will be taken after each incident of bullying and upon a finding of guilt. Disciplinary actions after the first incident of bullying may include but are not limited to the following:

- 1) Loss of a privilege
- 2) Reassignment of seats in the classroom, cafeteria or school bus
- 3) Reassignment of classes
- 4) Out of school suspension
- 5) Detention
- 6) Expulsion (through appropriate due process hearing)

If necessary, counseling and other interventions should also be provided to address the social-emotional, behavioral, and academic needs of students who are victims of bullying and students who commit an offense of bullying.

Students, parent/guardians and other stakeholders may report incidents of bullying to an administrator, teacher, counselor or other staff members by calling, faxing, emailing Dr. Walker (CAO): 404.681.9633 (phone); 404.681.9639 (fax); [walker@atlantapreacademy.org](mailto:walker@atlantapreacademy.org).

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

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

- 1) All staff, students and their parents will receive a summary of this policy prohibiting bullying. This policy has been adopted in the APA Student Handbook SY 2011-2012.
- 2) The school shall keep a report of bullying and the results of an investigation confidential.
- 3) Staff are expected to immediately intervene when they see a bullying incident occur or upon receipt of any report of bullying.
- 4) People witnessing or experiencing bullying are encouraged to report the incident to Dr. Walker or another staff member.

The following actions will be taken when bullying is reported:

- 1) Investigate
  - a. Upon receipt of any report of bullying, APA will direct an immediate investigation involving appropriate personnel. The investigation should begin no later than the following school day. The investigation shall include interviewing the alleged perpetrator (s) and victim (s), identified witnesses, teacher (s) and staff members and reviewing video surveillance if available. The No Place for Hate ® Committee will utilize their expertise as determined by the circumstances.
- 2) Notify
  - a. At an appropriate time during or after the investigation, parent/guardians of the accused and the victim must be notified. If the incident involves an injury or similar situation, appropriate medical attention should be provided and the parent/guardian should be notified immediately.
- 3) Discipline
  - a. Upon confirming that bullying has occurred, the accused student should be charged with bullying and given an age-appropriate consequence which shall include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances.
  - b. Students found to have committed the offense of bullying for the third time in a school year shall be recommended for expulsion to at the APA Board of Trustees.

Note: Atlanta Preparatory Academy proclaims to all parties that retaliation following a report of bullying is strictly prohibited and may result in additional appropriate disciplinary action(s).

- 4) Follow Up
  - a. Follow up is important to the accused and the victim. All parties will receive feedback from Dr. Walker or her designee in a timely manner.





**Non-Negotiable APA Code of Civility Compact & Anti-Bully Compact for All Stakeholders**

The success of *Atlanta Preparatory Academy's Code of Civility* depends on the support of each member of the school community. Working together, faculty and staff, parents, and students can promote academic achievement and good character, and ensure the success of students at the school and throughout life. On behalf of the administration, management, faculty, and staff of the *Atlanta Preparatory Academy*, I pledge to fulfill the responsibilities and uphold the expectations outlined in the *Code of Civility*.

*Atlanta Preparatory Academy* is dedicated to ensuring that communication between the school and parents is continual, on-going, and uniform.

*Dr. Lynnette R. Walker*  
Chief Administrative Officer

Your signature in the appropriate space below will indicate your commitment to helping fulfill the school's primary mission—rigorous academic learning.

As the **parent** of \_\_\_\_\_ I pledge:

- to maintain high expectations for my child and the school
- to demonstrate consistent interest in my child's progress at school
- to support my child's best efforts
- to model the expectations described in the *Code of Civility*
- to support and work with school staff to promote my child's learning
- to report acts of bullying against my child(ren) immediately to the teacher and principal
- to support the anti-bullying policy

I have read/listened to the *Code of Civility* and support the rules and expectations outlined herein.

Signed: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

As a student at Atlanta Preparatory Academy, I pledge to:

- be **P**repared to learn, in uniform and on time for school every day.
- be **A**ttentive to my teachers, schoolwork and environment
- W**ork hard in all classes and complete all class and home assignments
- be **S**ensitive and respectful towards everyone at school

Signed: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

*Parents, please remove this page and return to Atlanta Preparatory Academy within 24 hours of its receipt. This page will be added to your child's file.*

**Date Received:** \_\_\_\_\_