



IVY PREP
ACADEMY

PARENT & SCHOLAR HANDBOOK



Scholar & Family Handbook 2024–2025

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Executive Director

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Principal

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Assistant Principal

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Assistant Principal



Dear Parents and Scholars,

The administrative team, faculty and support personnel are happy to welcome you to Ivy Preparatory Academy (IPA). IPA houses the smartest scholars that are taught by the most capable teachers and stand by the values of SISTERHOOD, SCHOLARSHIP and SERVICE. We will encourage and expect all scholars to have a productive 2024-2025 school year. We hope to assist you in making this upcoming year enjoyable both in extra-curricular and co-curricular activities.

In a few short weeks, you and your scholars will be walking through the front doors of the school for the new school year. High expectations and accountability continue to be top priority for all of us at IPA. We must settle for nothing less than the BEST in OUR school! Success with anything, success in anything has one fundamental aspect – EFFORT. To achieve exponential results requires additional EFFORT. You will be hearing much about our theme for the 2024-2025 school year, **AspiHER to Greatness**. This handbook is one way to bring the parents, teachers and scholars of Ivy Preparatory Academy together. Only together can we accomplish a program of well-rounded education for all of our scholars. In this handbook you will find the answers to most of your questions. The expectations of the school apply to all scholars and parents. Please contact a member of the administrative team for additional information or clarification of any item in this handbook.

IVY PREPARATORY ACADEMY ADMINISTRATIVE TEAM

Principal
Assistant Principal (K-4)
Assistant Principal (5-8)

Mrs. Candis J. Holt
Ms. Amanda Harris
Mrs. Kaila Green

Thank you for selecting Ivy Preparatory Academy. I know that you will benefit greatly from the efforts of the staff here at Ivy. As you enter our school, know that you are entering the best elementary and middle schools in the state of Georgia! I look forward to seeing you throughout the school year!

TABLE OF CONTENTS

History of Ivy Preparatory Academy	4
Daily Operations	5
Office Phone Procedures	8
Attendance	9
Compulsory School Attendance Law	12
Attendance Protocol	14
Inclement Weather/ School Closing	15
IPA School Calendar 2024-2025	15
Admissions	15
Services	19
School Nutrition Program	20
Health Services	23
Counseling & Social Services	24
Service Fees	24
Family Involvement	25
Governing Board Meetings	27
Electronic Communications	27
Academics	29
Assessments	30
Grades, Grade Reporting & Policy	31
Promotion & Retention	34
Eligibility for Extracurricular Activities	35
School Culture	36
Code of Conduct	37
Dress Code	58
Annual Parent Right to Know Letter	62
Annual Notification of Programs for Scholas with Disabilities	63
Annual Notification of Rights under FERPA for Schools	64
Statement of Non-Discrimination	66
Annual Notification of Rights under the protection of PPRA	68
Reporting Acts of Sexual Abuse or Sexual Misconduct	70
Parent Acknowledgement of Attendance Policy	72

Family Handbook Acknowledgement Form

73

IPA Governing Board Policies

74

OUR STORY

In 2007 Dr. Nina Gilbert and Angelina Howell founded Ivy Preparatory Academy, making it Georgia's first state public charter school for girls. Dr. Gilbert, a former Gwinnett County Schools administrator, was motivated to start a charter school by her passion for education and her frustration with scholars being labeled and shuffled by their demographics and disabilities within the public school system.

"If someone had given me a glimpse of what the past four years would have looked like or what I would have had to endure, I probably wouldn't have started on this journey," said Gilbert to the AJC, "I am so glad faith is blind." We are so glad Dr. Gilbert continued on her path.

Receiving the first charter from the State Board of the Georgia Department of Education in January of 2008, Ivy Prep opened the doors of the Gwinnett Campus, to our first class of 6th-grade students in August of 2008. Ivy Prep, bloomed into a high-performing middle and high school of 500 students, which grew despite being turned down by two local school districts.

In 2011, Ivy Preparatory Academy expanded to our second campus, Ivy Preparatory Academy at Kirkwood for Girls. Gilbert and Howell shaped Ivy Prep to prepare scholars for the rigor of college. Ivy Prep has met and exceeded state goals in several areas for students on Georgia's state standardized tests. In 2011, 94 percent of students met or exceeded in math, 97 percent in reading and 98 percent in English/language arts on the Criterion- Referenced Competency Test.

Ivy Prep is delighted to offer a college preparatory, single-gender educational option to our scholars. IPA students receive an extended school day and school year through the addition of Culture Week, Saturday Academies, and weekly homework support for scholars who need additional academic assistance. Simply stated we are the Right Choice for Girls.

OUR VISION

Ivy Preparatory Academy cultivates female leaders who manifest change in the world.

OUR MISSION

Ivy Preparatory Academy fosters a culture of collaboration, passion for learning, integrity, and servant leadership in an environment designed especially for girls

OUR VALUES

- **SISTERHOOD**-We believe in the honorable premise of unity and uplifting of young women in order to teach and assist them with building higher levels of self-worth, self-respect, self-esteem, self- awareness, and self-confidence.
- **SCHOLARSHIP**-We believe in well-rounded young women who possess the necessary academic skills and knowledge and are excited about learning.
- **SERVICE**-We believe that we as a network must serve and help each other, our scholars and their families, volunteers, and community partners through mutually beneficial arrangements. We recognize that our continued success is dependent on serving our stakeholders effectively.

TAGLINE

Scholars today. Sisters FOREVER.

DAILY OPERATIONS

- I. Early Morning Drop Off
 - A. Early morning drop-off will be available to parents who must drop their scholars off before the regular opening time. Services may be provided by a vendor partner. The expected start time for Morning Care is 6:30 a.m. Parents will be expected to register in advance for Morning Care (an additional fee will be charged for “drop-in” services). The weekly fee will be posted before the beginning of school each year. Fees will not be reduced for scholars who arrive close to normal drop-off hours. The service will only remain available if there is enough demand and participation. Ivy Preparatory Academy is not responsible for scholars whose parents do not sign them in, and for whatever reason do not make it to morning care. Scholars are expected to remain with the supervising adult in the designated area. Scholars who leave the designated area without permission will be considered truant.
- II. Doors Open/Regular Drop Off
 - A. Scholars may arrive as early as 7:30 a.m. (unless they enroll in early morning care). IPA is not responsible for scholars who are left on the premises before 7:30 a.m. and who are not enrolled in morning care. Scholars who arrive before 7:30 a.m. will be required to report to the cafeteria (or designated area(s)) and remain there until instructed otherwise. Scholars who arrive at 7:40 a.m. or later should report directly to their homeroom (unless instructed otherwise). Parents are expected to drop off their scholar(s) in the car lane (unless the scholar is tardy – see Tardy Drop Off). IPA staff will be in the car lane to escort scholars to their designated area if needed. Parents will not be able to escort scholars to class without prior approval, office check-in, and staff supervision.
- III. Breakfast
 - A. Breakfast service begins at 7:30 a.m. in the cafeteria. If scholars want to eat breakfast at school, they must arrive before the breakfast serving line closes at 7:55 a.m. All scholars will be dismissed from the cafeteria at 7:40 a.m. and directed to proceed to their homeroom (or other designated area).
- IV. Classroom Doors Open
 - A. Teachers will open their classroom doors for scholar entry at 7:40 a.m. Parents are not allowed to use this time to escort their scholar to class or to meet with the teacher without prior approval, office check-in, and staff supervision.
- V. School Day
 - A. School begins promptly at 8:00 a.m. Scholars should arrive no later than 7:55 a.m. to make it to class, morning assembly or other scheduled activity on time. Scholars are tardy at 8:01 a.m.
- VI. Tardy Drop Off
 - A. Families arriving after 8:00 am must accompany their scholar to the front door to sign them in. The sign-in process is used to verify that the adult dropping the scholar off and IPA are aware of the arrival time. After sign-in, the scholar will receive a tardy pass for admission to class. Scholars will not be admitted to class without a tardy pass. The tardy pass lets the teacher know that the sign-in protocol has been followed. Parents will not be able to escort scholars to class without prior approval, office check-in, and staff supervision.
- VII. Dismissal and Pick Up
 - A. The school day is scheduled to end at 3:00 pm

1. Van Riders are to be picked up in the back of the building
 2. Lower Academy & Siblings (grades K-4) are to be picked up in the front of the building
 3. Upper Academy (grades 5-8) are to be picked up in the back of the building
- B. Pick-up Procedures/Car-Line
1. IPA has limited parking and driveway space. It is therefore imperative that parents and IPA staff work together to make the dismissal process as efficient as possible. IPA will assign each scholar a silent dismissal car number (siblings' numbers will be linked to the same family). Car-line attendants use the car-line number to alert teachers to release a scholar whose ride is present in the car line. Parents should make sure that the car-line number is displayed on the pick-up car's dashboard.

Note: Parents (or designee) who walk to the school for pick-up, should still have their picture ID with them and provide it to the lobby attendants.

- A. Early Dismissal and Late Arrivals, Appointments or Family Emergencies
1. Early dismissals are discouraged as they disrupt instruction; however, we will accommodate appointments and unforeseen family emergencies. If a scholar has a scheduled medical or other appointment, it is advisable to schedule it as late in the day as possible to maximize classroom instruction time. Scholars arriving late due to appointments will still be marked tardy for record-keeping purposes, but the tardy will be excused with appropriate medical or dental documentation.
 2. Absences resulting from early dismissals or late arrivals will be recorded as unexcused until proper notification and documentation are reviewed and approved by IPA staff. Please note that scholars must be present for at least 4 hours of the school day to be considered "present." Scholars leaving before 11:30 a.m. or arriving after 11:30 a.m. will be marked absent for the entire day.
 3. Early release ends at 2:00 p.m. This restriction is strictly enforced to ensure proper preparation for the end of the school day.

Note: To avoid disruptions, IPA cannot accommodate walk-in early dismissals after 2:00 p.m. The end of the day is particularly busy for staff, and processing unexpected dismissal requests can be challenging. Early pickups for convenience, such as to avoid traffic or because you are nearby, are not deemed emergencies.

VIII. LOCKER USAGE

- A. All lockers made available for 5th-8th grade scholar use on the school premises are the property of Ivy Preparatory Academy. The lockers are made available for scholar's use in storing school supplies and personal items necessary for use at school. Locks for the lockers may be rented from the school for a \$7.00 fee.
- B. Scholars cannot use any other lock for the lockers but the locks that are rented from the school. Lockers are not to be used to store items which cause, or can reasonably be foreseen to cause, an interference with school purposes or educational functions, or which are forbidden by state law or school rules.
- C. A scholar who uses a locker, that is the property of Ivy Preparatory Academy, is presumed to have limited expectations of privacy in the locker or the locker's content. Scholars will not be permitted to visit their lockers during dismissal procedures but will be provided with a schedule during the

instructional day.

- D. The scholar's use of the locker does not diminish Ivy Prep ownership or control of the locker. Ivy Prep retains the right to inspect the locker and its contents to ensure that the locker is being used in accordance with its intended purpose, and to eliminate fire or other hazards, maintain sanitary conditions, attempt to locate lost or stolen materials, and or any other material forbidden by school rules such as weapons, illegal drugs or alcohol.
- E. Periodic general inspections of lockers may be conducted by school officials or any reason at any time without notice, without scholar consent, and without a search warrant.
- F. Locker periods are before school, before lunch and after school. If scholars are in their lockers at times that are not specified, they will be locked out of their locker for a 48 hour period.

IX. After School Programs

- A. If scholars are unable to be picked up after school by the required time, they must be enrolled in an Aftercare program; scholars cannot otherwise be in the building or on campus after school (they must be a participant/enrolled in an actual program). they have the following options:

1. After-School Program - It is recommended that families enroll their scholars in an after-school program (YMCA, Girls Inc or After School All Stars) if they believe they will have difficulty picking their scholar(s) up in a timely fashion. IPA partners with Girls Inc. & ASAS to provide services Monday-Thursday, from 3:30 p.m. to 5:30 p.m. and the YMCA to provide services Monday-Friday, from 3:30 p.m. to 6:00 p.m. Costs of services are determined by the vendor. Information will be made available on the school website and in the main office.

X. Extracurricular and Enrichment Programs

- A. Afterschool Behavior Expectations - If a scholar does not follow behavioral expectations while enrolled in an afterschool program on the IPA campus, that scholar will be removed from that program/activity for a period of time (up to the remainder of the year). Parents would then be responsible for picking up their scholar in accordance with regular dismissal procedures, enrolling their scholar in an alternate afterschool program, or paying any late fees associated with late pick-up, as per protocols described in this Handbook.
- B. Late Pick-Up - Vendors and/or staff are contracted/volunteer to manage after care for a fixed time. It is unfair to expect staff or vendors to stay beyond the time allotted for after care/extracurricular activities. As a result, IPA reserves the right to charge parents \$1 per minute beginning 5 minutes after the scheduled pick-up time of the IPA sponsored program or activity. Note: **Contracted vendors may charge their own fees for supervising late pick-up of scholars.** In addition, IPA is not allowed to leave any scholar unattended. Therefore, if your scholar is not picked up within 30 minutes of dismissal/end-time of the program or activity, IPA reserves the right to call local or state authorities. **The IPA Staff is not allowed to transport any scholar without an accompanying staff member and prior approval of a parent or guardian, except in cases of emergency.**

XI. Extracurricular Activities

- A. IPA Scholars will offer extra-curricular activities based on demand and availability of services that scholars can choose from that occur on various days throughout the school year. Those offerings may vary year to year. IPA teachers, staff, community partners, or contracted vendors may offer extracurricular enrichment or sports programs that occur after school.
- B. Enrichment program offerings are based on demand and availability of vendors and/or volunteers, and therefore offerings vary from year to year and are not guaranteed. In addition, the days programs and activities are offered

will vary. Please inquire with Administration or Coaches, and/or consult the IPA website for continuing updates. Extra-curricular programs are offered on a schedule that will vary. Therefore, these programs should not be used as a source of consistent after-school care for parents who are unable to pick up their scholars at dismissal. Parents who need daily or regularly scheduled after-care should enroll their scholar(s) in an appropriate after-care program (see above).

- C. Costs for extra-curriculars will be determined based upon the program offerings. All scholars enrolled in after-school are expected to check-in with the after-school care providers within 10 minutes of dismissal.
- D. Start and end times will vary by activity. There will be a 15-minute grace period for parent pick-up after practices or meetings end. The same \$1.00 a minute fee that applies to other after school activities will apply for sports and extracurricular programs as well. Note: **IPA does not provide snacks for sports and club activities after-school.**

XII. Saturday School

- A. Saturday School may be scheduled periodically to offer scholars an opportunity to take classes or workshops in non-traditional subject areas, to assist scholars who require additional academic assistance, or to address behavior that is not in compliance with IPA guidelines. Saturday School classes will typically be held between the hours of 9:00 am to 12:00 pm (families will be informed if alternate times are scheduled). **All scholars who are required to attend Saturday School will be notified in advance.**

OFFICE PHONE PROCEDURES

- I. Scholars will be able to use the office phone for the following purposes:
 - A. In case of a school emergency
 - B. When given a pass, and instructed by a member of the administrative team
 - C. In case of loss of transportation, uniform needs, or other urgent needs

Scholars are not allowed to use cell phones on school property unless permitted by an administrator. Cell phones will be confiscated if seen or heard during school hours. Scholars must relinquish phones at the beginning of the school day and will be able to retrieve them at the end of the school day. Progressive discipline will be followed for cell phone instances. Please see the Scholar Code of Conduct

ATTENDANCE

Regular attendance and punctuality are crucial for a scholar's success and overall learning experience. Being present and on time each day allows scholars to fully engage with their education, participate in classroom activities, and benefit from instruction and interaction with peers. Consistent attendance helps build a strong academic foundation, promotes good study habits, and contributes to personal growth.

At IPA, we emphasize the significance of every scholar being at school and arriving on time every day. Our policies on attendance are designed to support and encourage a productive learning environment, ensuring that each scholar has the opportunity to achieve their full potential.

The ATTENDANCE section outlines the family's responsibility to ensure their scholar arrives at school on time and attends school. Issues about attendance and tardiness that fall under the scholar's responsibility will be addressed in the Code of Conduct section.

I. Tardiness

- A. A scholar is considered tardy if they are not in their seat by 8:01 a.m. If scholars arrive after 8:00 a.m., parents must walk their scholar into the building to check them in at the front office.
- B. If a scholar arrives after 11:30 a.m., they will be marked absent for the day. The scholar can stay for the rest of the day to receive instruction; however, parents can choose to either keep their scholar at school or take her home.
- C. To be considered present for the day, a scholar must be at school at least half of the instructional time required at each grade level.

II. Excessive Tardiness

- A. If a scholar accumulates three instances of tardiness, a letter or note may be sent to the parents expressing concern about the scholar's punctuality. After a total of six tardy occurrences, a second letter or note may be issued. When a scholar reaches ten instances of tardiness, the family could be referred to the school counselor or social worker to develop a plan to improve on-time arrival. If tardiness continues and the scholar reaches fifteen instances, the parents will be referred to administration.

III. Excused Absences

- A. When a scholar is absent, a signed note from a parent or guardian must be provided upon their return to school. This note should include the scholar's name, grade, date of the absence and the reason. School Administration or designated assignee will determine the approval of excused absences. Notes received more than three days after the absence may not be accepted for an excused absence.
- B. Scholars are permitted up to five (5) parent notes per semester. For any additional absences beyond this limit, documentation such as medical or dental notes, court documents, funeral programs, etc., will be required.
- C. Extended absences due to family emergencies (e.g., a death in the family requiring long-term travel) are not typically considered reasonable excuses for extended time away

from school. Families should plan to ensure their scholar's regular attendance and may seek assistance from IPA staff to make necessary arrangements.

- D. The following is the only list of reasons for an excused absence, per Georgia Law, (OCGA CODE SECTION 20-2-690.1):
1. Personal illness of the scholar and when attendance in school would endanger the health of the scholar or the health of others. Upon the scholar's return to school, appropriate medical documentation may be required.
 2. Serious illness or death in the scholar's immediate family necessitating the absence. In case of serious illness, students are required to present medical documentation to validate the absence as an excused absence within three days of the student's return to school
 3. Scheduled appointments to a physical or mental healthcare provider, including, but not limited dentist, orthodontist, or psychologist. A physician's note will be requested.
 4. Contagious disease within the home of a scholar.
 5. Legal business.
 6. Observance of a religious holiday.
 7. Remedial health treatment.
 8. Absence, pre-approved by the school, to participate in other educational experiences. Emergency situations as determined by the school.
 9. Suspension from school.
 10. Court proceedings or Court order by a governmental agency mandating the student's absence from school.
 11. Parents who are in the armed forces and who are called to duty or home on leave from overseas deployment in a combat zone.

NOTE: Please be aware that vacations and other activities scheduled during the school year cannot be approved as excused absences. These should be planned outside of the academic calendar.

IV. Truancy

- A. Under Georgia law, if a scholar accumulates five (5) days of **unexcused** absences in a school year, the parent, guardian, or other responsible person will be in violation of O.C.G.A. § 20-2-690.1(b), and the child will be deemed truant. The law also mandates notification requirements for Georgia schools. Consequently, IPA will implement the following policy:
1. Parents will receive notification of 3 and 5 days of unexcused absences.
 2. After 8 unexcused absences, parents will be sent a certified letter informing them of the potential of Juvenile Court actions or truancy.
 3. After 10+ unexcused absences and when administrative actions taken to correct truancy have proven ineffective, the school may file proceedings in court and furnish evidence for the conviction of parents/legal guardian and/or child for non-compliance with state attendance laws.
 4. Parents should know and understand that separate and apart from IPA policies regarding truancy, Georgia truancy law states:
 - a) "Any parent, guardian, or other person residing in this state who has control or charge of a child or scholars and who shall violate this Code section shall be guilty of a misdemeanor and upon conviction thereof, shall be subject to a fine not less than

\$25.00 and not greater than \$100.00, or imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day's absence from school in violation of this part, after the child's school system notifies the parent, guardian, or other person who has control or charge of a child of five (5) unexcused days of absence for a child, shall constitute a separate offense.

- V. **Make Up Work & Assignments for Excused/Unexcused Absences**
- A. When scholars are absent from school, it is their responsibility to reach out to each of their teachers to collect any assignments or work missed. Scholars will be given a grace period equal to the number of days they were absent to complete and submit make-up work for excused absences without penalty. For instance, if a scholar has an excused absence for one day, she will have one day to complete the missed work. If the make-up work is not submitted on time, the school-wide Late Work Policy will apply. Teachers may grant an extension for make-up work if the situation warrants it. For unexcused absences, the decision on make-up work is at the teacher's discretion.
- VI. **Perfect Attendance:** To achieve perfect attendance for the year, a scholar must have no absences. Scholars who maintain zero absences, along with any excused tardies or excused early checkouts (after at least 4 hours of attendance), will be eligible for the 100% attendance monthly recognition.

COMPULSORY SCHOOL ATTENDANCE LAW

2010 Georgia Code

TITLE 20 - EDUCATION

CHAPTER 2 - ELEMENTARY AND SECONDARY EDUCATION

ARTICLE 16 - STUDENTS

PART 1 - SCHOOL ATTENDANCE SUBPART

2 - COMPULSORY ATTENDANCE

§ 20-2-690.1 - Mandatory education for scholars between ages six and 16

O.C.G.A. 20-2-690.1 (2010) 20-2-690.1. Mandatory education for scholars between ages six and 16

- A. Mandatory attendance in a public school, private school, or home school program shall be required for scholars between their sixth and sixteenth birthdays. Such mandatory attendance shall not be required where the child has successfully completed all requirements for a high school diploma
- B. Every parent, guardian, or other person residing within this state having control or charge of any child or scholars during the ages of mandatory attendance as required in subsection (a) of this Code section shall enroll and send such child or scholars to a public school, a private school, or a home study program that meets the requirements for a public school, a private school, or a home study program; and such child shall be responsible for enrolling in and attending a public school, a private school, or a home study program that meets the requirements for a public school, a private school, or a home study program under such penalty for noncompliance with this subsection as is provided in Chapter 11 of Title 15, unless the child's failure to enroll and attend is caused by the child's parent, guardian, or other person, in which case the parent, guardian, or other person alone shall be responsible; provided, however, that tests and physical exams for military service and the National Guard and such other approved absences shall be excused absences. The requirements of this subsection shall apply to a child during the ages of mandatory attendance as required in subsection (a) of this Code section who has been assigned by a local board of education or its delegate to attend an alternative public school program established by that local board of education, including an alternative public school program provided for in Code Section 20-2-154.1, regardless of whether such child has been suspended or expelled from another public school program by that local board of education or its delegate, and to the parent, guardian, or other person residing in this state who has control or charge of such child. Nothing in this Code section shall be construed to require a local board of education or its delegate to assign a child to attend an alternative public school program rather than suspending or expelling the child
- C. Any parent, guardian, or other person residing in this state who has control or charge of a child or scholars and who shall violate this Code section shall be guilty of a misdemeanor and, upon conviction thereof, shall be subject to a fine not less than \$25.00 and not greater than \$100.00, imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day's absence from school in violation of this part after the child's school system notifies the parent, guardian, or other person who has control or charge of a child of five unexcused days of absence for a child shall constitute a separate offense. After two reasonable attempts to notify the parent, guardian, or other person who has control or charge of a child of five unexcused days of absence without response, the school system shall send a notice to such parent, guardian, or other person by certified mail, return receipt requested. Public schools shall provide to the parent, guardian, or other person having control or charge of each child enrolled in public school a written summary of possible consequences and penalties for failing to comply with compulsory attendance under this Code section for scholars and their parents, guardians, or other persons having control or charge of scholars. The parent, guardian, or other person who has control or charge of a child or scholars shall sign a

statement indicating receipt of such written statement of possible consequences and penalties; scholars who are ten years or older by September 1 shall sign a statement indicating receipt of such written statement of possible consequences and penalties. After two reasonable attempts by the school to secure such signature or signatures, the school shall be considered to be in compliance with this subsection if it sends a copy of the statement, via certified mail, return receipt requested, to such parent, guardian, other person who has control or charge of a child, or scholars. Public schools shall retain signed copies of statements through the end of the school year.

- D. Local school superintendents in the case of private schools or home study programs and visiting teachers and attendance officers in the case of public schools shall have authority and it shall be their duty to file proceedings in court to enforce this subpart.
- E. An unemancipated minor who is older than the age of mandatory attendance as required in subsection of this Code section who has not completed all requirements for a high school diploma who wishes to withdraw from school shall have the written permission of her parent or legal guardian prior to withdrawing. Prior to accepting such permission, the school principal or designee shall convene a conference with the child and parent or legal guardian within two school days of receiving notice of the intent of the child to withdraw from school. The principal or designee shall make a reasonable attempt to share with the student and parent or guardian the educational options available, including the opportunity to pursue a general educational development (GED) diploma and the consequences of not having earned a high school diploma, including lower lifetime earnings, fewer jobs for which the student will be qualified, and the inability to avail oneself of higher educational opportunities. Every local board of education shall adopt a policy on the process of voluntary withdrawal of unemancipated minors who are older than the mandatory attendance age. The policy shall be filed with the Department of Education no later than January 1, 2007. The Department of Education shall provide annually to all local school superintendents model forms for the parent or guardian signature requirement contained in this subsection and updated information from reliable sources relating to the consequences of withdrawing from school without completing all requirements for a high school diploma. Such form shall include information relating to the opportunity to pursue a general educational development (GED) diploma and the consequences of not having earned a high school diploma, including lower lifetime earnings, fewer jobs for which the student will be qualified, and the inability to avail oneself of higher educational opportunities. Each local school superintendent shall provide such forms and information to all of its principals of schools serving grades six through twelve for the principals to use during the required conference with the child and parent or legal guardian.

ATTENDANCE PROTOCOL

Unexcused Absences	Attendance Interventions
3	A letter is sent home to parent(s)/guardian(s) notifying them that their child has at least three unexcused absences and explains attendance expectations. Teachers will contact parents if a scholar is absent between 1-3 days.
5	A letter is sent home to parent(s)/guardian(s) notifying them that their child has at least three unexcused absences and explains attendance expectations.

8	A certified letter will be sent to parents informing them of potential truancy actions. The family will be referred to the Parent and Family Engagement Coordinator to discuss concerns and offer resources.
10	Counselors will contact parents to identify barriers and provide support. An Intent to File letter will be sent to parents.
15+	The scholar will be referred to the Division of Family and Children Services (DFCS) if the parent(s)/guardian(s) are noncompliant with attendance interventions or if the attendance does not approve.

INCLEMENT WEATHER / SCHOOL CLOSINGS

Parents/Guardians should tune in to the local radio or television stations for information on school closing updates. In addition, IPA will make every effort to keep parents/guardians informed on the school's website. In case of inclement weather, families should follow the school closing announcements for Ivy Preparatory Academy. If inclement weather makes travel conditions hazardous and unsafe, but Ivy Preparatory Academy does not close, it is at the discretion of the parent/guardian to transport their scholar to school. Under these conditions, this will be counted as an excused absence without penalty. An extra day to make up for absences due to inclement weather may be added to the semester. In the event weather conditions worsen throughout the day, parents may, at their discretion, pick up their scholar early

IPA SCHOOL YEAR CALENDAR 2024-2025

Please visit www.ivyprepacademy.org for the most up to date yearly calendar.

ADMISSIONS

- I. Enrollment Eligibility Residence
 - A. All families who reside in the Atlanta Public Schools' Attendance Zone, Dekalb County, South Fulton County or Clayton County are eligible to attend IPA.
- II. Re-enrollment
 - A. All families who wish to return to IPA for the next school year must complete re-enrollment through Infinite Campus by the end of the business day on the specified date. Parents will be notified when the re-enrollment period opens.
 - B. To ensure that IPA has full enrollment, families who have not submitted re-enrollment documents by the designated date will be placed on the waiting list, and their "seats" may be offered to scholars at the top of the Admissions Wait List. Families will be asked to provide updated proof of residence documentation and state issue identification as part of the re-enrollment packet. **Note: The State of Georgia requires several documents to be on file at a charter school before a scholar can formally enroll in, and attend that school.**
 - C. Parents who indicate they are not returning should submit a signed withdrawal form, located on the IPA website or via Parent Square.
 - D. Sibling Enrollment
 1. IPA gives preference to siblings of already enrolled scholars. Parents can add the new sibling during the re-enrollment period. However, parents must complete the enrollment process by the deadline via Infinite Campus.
 2. If the application is turned in after the deadline, the sibling will be placed on the waiting list.
- III. Withdrawal from IPA
 - A. Families not returning to IPA are required to complete an IPA Withdrawal Form. This form is located via our website at Forms are located on our website at https://ivyprepacademy.formstack.com/forms/official_withdrawal_for_m or via Parent Square.

- B. Ivy Preparatory Academy requires up to 2 business days to complete the withdrawal packet from the time the parent submits the request.
1. Summer Withdrawal: If your move is during the summer months, please complete an official Withdrawal Request Form via the website or you may drop off, mail, or e-mail your request to records@ivypreacademy.org. When the withdrawal packet is complete, the IPA Staff member will notify you when your records are available for pick-up, or you can request to have your records mailed to you or the school your scholar will be attending in the Fall. IPA needs to know the name of the school, and if outside Georgia, the name of the state your scholar will be attending.
- C. When is the Best Time to Withdraw Your Scholar?
1. The end of a quarter marking period is **GOOD**, the end of a semester is **BETTER**; however, the end of the school year or during the summer is **BEST**.
 2. Dates for the quarter marking periods and semester breaks can be found in the academic calendar. We recommend you call your new school prior to withdrawing your scholar. Transferring mid- year can be difficult for a scholar and our primary concern is the scholar does not experience a gap in learning. Please check with the receiving school in advance.
- D. Who Can Withdraw a Scholar?
1. Generally, the enrolling custodial parent or a legally court-appointed guardian can withdraw a scholar. Be prepared to present a picture ID and in some instances and/or a certified copy of a court order if legal guardian. Verification will be made to ensure you are on the scholar's personal information sheet. The person who is the emergency contact can only withdraw a scholar if they are the custodial parent or legal court-appointed guardian.
- E. Transfer Grades
1. Grades are submitted on the withdrawal form based on the last day of attendance.
- F. Accumulated Absences
1. Absences your scholar has accumulated through the current semester will carry over to the new school and will be included on the withdrawal form.
- G. Documents needed for the new school ?
1. The new school will require a withdrawal form that includes attendance records, current grades, and behavior details if relevant. Parents must also provide the student's birth certificate, social security card, immunization and medical records, and proof of residence.
 2. The new school will need the student's permanent record files from Ivy Preparatory Academy. These records must be sent to the new school within ten (10) business days after receiving a request form from them.
- H. Homeschool
1. Homeschool is a choice. Ivy Preparatory Academy does not provide or endorse any home school courses or services.

Information regarding state requirements for curriculum or additional information about home school can be found at Georgia Department of Education – Home School web page.

Note 1: If the new school is not known, IPA will hold scholar records until the family verifies the school the scholar will be attending.

Note 2: It is expected that all outstanding fees be paid before IPA releases scholar records to parents.

IV. Change of Address

- A. Two proofs of residence must be on file each time the address of a scholar changes. The acceptable proof of residency are:
 1. Current Utility Bill (Gas, Electric, Water)
 2. Mortgage Statements/ Rental Lease Agreements with term dates and signatures.

V. Records Requests

- A. Documents submitted to Ivy Preparatory Academy are for the sole purpose of Enrollment and Registration of the scholar.
- B. Data will be used for the purpose of reporting information to the Georgia Department of Education
- C. Ivy Preparatory is not required or obligated to provide copies of Birth Certificates, Social Security cards, Immunization Records, Ear, Eye Dental records. These documents are the sole responsibilities of the parents.
- D. Parents needing the above aforementioned documents for any purpose other than education purposes, will need to contact the following offices to request the forms:
 1. Birth Certificate-Vital Records Office
 2. Social Security Card-Social Security Office
 3. Immunization Record-Local Physician
 4. Ear, Eye and Dental-Local Physician
- E. Parents will be required to submit the original request from the requesting program and/or school to the Admissions' Office.
- F. The requested documents will be sent directly to the requesting school and/or program within 10 business days.

SERVICES

1) Transportation

- a) Bus transportation is not guaranteed for Ivy Preparatory Academy scholars. Availability of bus transportation may vary from year to year. Parents should inquire with the Operations Manager or review the IPA website for confirmation of services.
- b) If the Academy does offer transportation services, it will do so through a contract with a service provider. If bus transportation is offered, a bus schedule will be made available at the main office and will be posted to the IPA website; changes to the schedule will be communicated to parents via electronic means (website, e-mail, etc.).
- c) If bus transportation is offered and scholar families avail themselves of

the service, scholar behavior must be acceptable if they are to continue to access those services. (See Code of Conduct for details). Scholars would also be required to sign a “Bus Contract” to verify their understanding of bus rules and regulations if they are to access the services.

- d) Transportation options through car services may be provided on a temporary basis for scholars who are displaced from a permanent residence, or who have temporary need for transportation due to unforeseen or emergency circumstances. Any parent who requires such services should reach out to the Parent/Family Engagement Coordinator

2) Nutrition

a) Breakfast Program

- i) Breakfast will be served daily from 7:30 am to 7:55 am. IPA will serve breakfast at no cost to enrolled students without collecting household applications. The IPA school breakfast program will operate in the same manner as the National School Lunch Program. IPA will only offer meals in compliance with USDA health requirements.

b) Lunch Program

- i) IPA participates in USDA child nutrition Fresh Fruit and Vegetable Program (FFVP), Community Eligibility Provision (CEP) that serve nutritious school meals to all students through the National School lunch Program (NSLP) and School Breakfast Program (SBP) at no cost.
- ii) IPA will serve lunch at no cost to enrolled students without collecting household applications. To ensure that we are following Federal guidelines, IPA will only offer meals in compliance with USDA health requirements.

c) Snacks

- i) IPA will participate in the federally assisted Afterschool Snack Program this year. IPA will serve afterschool snacks at no cost to enrolled students. Parents may send their scholars with a snack if they wish. Should parents decide to send a snack with their scholars, the snack should meet the guidelines set forth by Ivy Preparatory Academy as it relates to the IPA Nutritional Policy and scholars should be aware that the snacks must be consumed at the appropriate time as deemed by the IPA staff.

d) Special Requests

- i) Microwave Use
 - (1) Scholars who bring meals from home should bring foods that can be eaten cold; the Academy does not provide microwave ovens for scholar use.
- ii) Food Allergies / Dietary Restrictions
 - (1) **DUE TO THE SEVERITY OF SOME NUT ALLERGIES, IPA IS A NUT-FREE CAMPUS.** Families of scholars who suffer from food allergies, or require a special diet, **MUST** fill out IPA health forms. The forms can be requested from the Nutrition manager. The Nutrition Vendor will provide menus in advance which can be accessed on the IPA

- website.
- iii) Fast Food and Other Food from Outside Vendors
 - (1) Parents are of course welcome to pack a breakfast, lunch, or snack for their scholar(s). If parents send their scholar(s) with food from outside vendors (e.g., a fast-food restaurant) the food should be packed in a lunch box or unmarked bag, not in the container/bag with the vendor's logo. Parents who need to drop off food for their scholar during the day must deliver it to the main office.
 - iv) Birthday Parties/Special Lunches
 - (1) IPA will allow one birthday celebration each year per scholar. Parents who wish to celebrate their scholar's birthday should coordinate with the homeroom teacher in advance to coordinate planning efforts. Parents will not be permitted in classrooms during the celebration. Celebration treats can be dropped off in the front office to be delivered to the scholar's teacher. Parents should be mindful of the IPA nutritional policy as well as the dietary restrictions of scholars in the classroom.
 - (2) Requirements and Expectations:
 - (a) Food items provided must be enough so each scholar in the classroom has equal amounts (suggested foods include baked – not processed - cupcakes, already cut sheet cake, any snack deemed a “healthy choice” as described in this Handbook).
 - (b) Goody bags, balloons, and other celebratory decorations are not permitted as part of the celebrations.
 - (c) Celebrations should last no more than 20 minutes
 - (d) Celebrations are limited to the homeroom class community
 - v) Healthy Choices In the interest of encouraging healthy eating habits, we ask that parents not send their scholars to school with junk food, which includes but is not limited to:
 - (1) Fast food
 - (2) Carbonated drinks
 - (3) Juice “drinks” (not 100% juice)
 - (4) Kool-Aid
 - (5) Candy
 - (6) Potato Chips (unless they are baked) It is difficult to make a list of all “junk foods”. Therefore, what we ask is that parents make every effort to provide their scholars with healthy foods (those that have high nutritional value). You want to avoid

It is difficult to make a list of all “junk foods”. Therefore, what we ask is that parents make every effort to provide their scholars with healthy foods (those that have high nutritional value). You want to avoid processed foods, especially those that are high in salt, sugar, or fat. The following chart can help you guide your choices.

Least Healthy Choices	Better Choice	Healthiest Choice
Soda	100% Juice Water	Water
Whole Cow's Milk	Milk: Lactose Free-Low Fat	Plant Based Milk
Fried Chicken	Baked Chicken	Baked Chicken without skin
Fast Food Burger	Lean Beef or Turkey Burger	Veggie Burger
Chips, French Fries	Baked Chips or Popcorn	Vegetable Chips
White Potato with cream cheese, cheese, and butter	Sweet Potato	Sweet Potato with Broccoli and small amount of cheese
Candy bars/bags, Fruit Snacks		Dried Fruit (raisins, etc.), Dark Chocolate, Real Fruit
Honey Buns, Store-bought Cookies, Cake, and Pies	Homemade Baked Goods (because you control what's in it) Fruits and Veget	Fruits and Vegetab;es

*The above are just suggestions not an expert opinion on nutrition

With parental permission, IPA may provide “treats” as rewards or on special occasions in limited quantities and at a time and location that is deemed appropriate for school purposes.

IPA reserves the right to confiscate any items deemed to be junk food. Focus will be placed on sodas and sugary drinks, candy and fruit snacks, snack cakes (e.g., Twinkies, packaged cupcakes, honey buns, etc.), chips (for breakfast or larger than 8 oz. bags).

IPA reserves the right to contact parents for a family planning meeting if a scholar's school- based diet consistently reflects less healthy choices.

3) Meal Orders and Payments

- a) Menus will be posted on IPA and Nutrislice websites. IPA works with vendors to provide choices and selection for healthy food and beverages. To purchase smart snacks, all parents are expected to use IPA (infinite Campus) on-line account to add money to their scholar's account.
- b) Food substitutions may be made for medical or special dietary needs on a case-by-case basis if supported by a statement signed by a recognized medical authority. A recognized medical authority may include physicians, physicians assistants, or nurse practitioners. Authorization for Meal Modification Forms are located in the cafeteria with the Nutrition Manager.

4) HEALTH SERVICES

- a) IPA can provide basic clinic services which allow us to treat minor injuries and discomfort, but also to monitor more serious concerns until parents can be contacted to provide further direction or to pick up their scholar for

additional treatment. To be prepared to effectively serve all of our scholars, each family should complete our Health Information form and must have current Immunization records on file.

b) Immunizations

- i) State law requires that all scholars have up to date immunizations prior to entering school each year.
- ii) The Official Code of Georgia provides for only two types of exemptions from immunization requirements:
 - (1) Medical: Medical exemption for a vaccine should be filled in only when there is a physical disability or condition that contradicts immunization for that particular vaccine. There must be an annual review of medical exemptions, and certificates must be reissued with or without indication of exemption. O.C.G.A §20- 2-771(d).
 - (2) Religious: For a child to be exempt from immunizations on religious grounds, the parent or guardian must furnish the school/facility with a notarized affidavit stating that immunization conflicts with her religious beliefs. There is no standard form for Religious Exemption. The school/facility must keep the affidavit on file and available for inspection by health officials in lieu of an Immunization Certificate. Affidavits denoting religious exemption do not expire. O.C.G.A. §20-2-771(e).

These requirements can be acknowledged only if proper documentation exists and is provided to the Academy.

c) Illness

- i) If your scholar is ill (e.g., fever, vomiting, ringworm) prior to arriving at school, the Academy expects him to stay home for the day. If he becomes ill or injured during the school day and is not well enough to remain until the day ends, you will be immediately notified to dismiss the scholar early. For this reason, it is imperative that the Academy retains the best current/working emergency contact number on file.

d) Medicines

- i) Ivy Prep strictly complies with State of Georgia guidelines for administering medications. Scholars must have the Medication Authorization Form completed and signed by a parent or guardian before any medication (over-the-counter or prescription) will be dispensed. No over-the-counter medications are provided or dispensed by the school or by school personnel. All prescription medications must be clearly identified with the appropriate label and supplied in the original container with instructions. No loose pills of any kind will be accepted in a baggie.
- ii) Inhalers may only be carried with the scholar if the doctor supplies a letter specifically stating that the scholar “must carry the inhaler at all times.” Otherwise, all inhalers must be kept in the clinic. All medication not retrieved by the parent by the last day of the school year will be disposed of in accordance with state pharmacy regulations.
- iii) Scholars who have over-the-counter or prescription medicines in their possession, other than an inhaler, will be subject to the discipline procedures as outlined in the Scholar Code of Conduct.

e) Diabetes

- i) Ivy provides parents and guardians of students in grades six through 12, the following information about Type 1 and Type 2 diabetes

(1) **What is diabetes?** Diabetes is a serious chronic disease that impairs the body's ability to use food for energy and results in high levels of glucose (or sugar) in the blood. Diabetes can lead to both short-term and long-term complications. Short-term problems can include high (hyperglycemia) or low (hypoglycemia) blood glucose levels that significantly affect the student's ability to concentrate and learn, and can cause serious immediate consequences such as brain damage or death if not treated. In addition, diabetes can cause serious complications that develop over time (such as vision problems and kidney disease), but people with diabetes can take steps to control the disease and lower the risk of complications.

(2) **Type 1 and Type 2 Diabetes:****Type 1:** There are two main types of diabetes that can affect children. Type 1 diabetes was previously called insulin-dependent diabetes mellitus or juvenile-onset diabetes. Type 1 develops when the body's immune system destroys pancreatic beta cells, the only cells in the body that make insulin. Insulin is the hormone that allows glucose in the bloodstream to enter the cells of the body, where it can be converted into energy. This form of diabetes usually strikes children and young adults, although the disease can develop at any age. In order to survive, people with type 1 diabetes must have insulin delivered by injections or a pump and this insulin must be carefully balanced with food intake and physical activity. Type 1 diabetes can occur at any age, but onset of the disease occurs most often in children and young adults. Most cases of diabetes in children under age 10 are type 1 diabetes. In adults, type 1 diabetes accounts for 5 to 10 percent of all cases of diagnosed diabetes.**Type 1 - Warning Signs/Symptoms-**Physical symptoms of Type 1 diabetes may initially appear harmless but they are seriously life-threatening. Some symptoms are often mistaken for other conditions. Symptoms might include the following:**EXTREME THIRST** & **FREQUENT URINATION:** When excess sugar builds up in your bloodstream, fluid is pulled from your bodily tissues leaving you thirsty. As a result children will drink and urinate more than usual.**BED WETTING:** By a child who does not usually have this problem.**INCREASED APPETITE:** Without insulin to move sugar into cells, a child's muscles and organs become under nourished and depleted of energy. Intense hunger may persist even after they have eaten. Energy from food never reaches their energy-starved tissues and organs. Basically, even though children are eating, they are literally starving to death. **WEIGHT LOSS:** Despite

increased eating to relieve hunger, a child will likely lose weight—sometimes rapidly. **BLURRED VISION:** When blood sugar levels remain high fluid may be pulled from the lenses of your eyes. This may affect a child's ability to focus clearly. **FRUITY, SWEET OR WINE LIKE ODOR ON BREATH FATIGUE, DROWSINESS, LETHARGY:** When cells are deprived of sugar, they may feel tired and irritable. **HEAVY, LABORED BREATHING UNUSUALLY EMOTIONAL OR IRRITABLE:** For no known reason. As sugar becomes unavailable in the bloodstream, including the brain, cognitive function and mood are affected.

Type 2 diabetes was previously called non-insulin-dependent diabetes mellitus or adult onset diabetes. It usually begins as insulin resistance, a disorder in which the cells do not use insulin properly. Type 2 diabetes is increasingly being diagnosed in children and adolescents. Some people with type 2 diabetes may control their blood glucose levels through diet and exercise. Others are required to take oral medications, insulin, or both.

Managing Type 2 Diabetes

Managing type 2 diabetes requires maintaining a healthy weight and/or weight loss if overweight. Lifestyle changes such as making healthy food choices and getting regular physical activity are essential. In addition, students with type 2 diabetes may take insulin and/or other blood glucose-lowering medications to manage their diabetes.

Type 2 - Warning Signs/Symptoms

Symptoms of type 2 diabetes may be similar to those of type 1 diabetes. A person may feel very tired or thirsty and urinate frequently due to high blood glucose levels. Other symptoms include unexplained weight loss and blurred vision. High blood pressure and elevated blood lipids (cholesterol) are associated with insulin resistance. In addition, physical signs of insulin resistance may appear, such as acanthosis nigricans, a condition in which the skin around the neck, armpits, or groin looks dark, thick, and feels velvety. This condition may be mistaken for poor hygiene. Some children or adolescents (and adults) with type 2 diabetes may not have recognized symptoms when they are diagnosed. For that reason, it is important for the parents/guardians to know the risk factors of type 2 diabetes and to talk to their health care providers about screening children or teens who are at high risk of type 2 diabetes.

Type 2 Risk Factors

The key risk factors for type 2 diabetes in youth begin with genetic risk, which is easiest to identify by having a family member who has type 2 diabetes. Other risk factors include eating a diet with excess calories and having limited physical activity leading to being overweight or obese. In addition, type 2 diabetes is more common in certain racial and ethnic groups such as African Americans, Hispanics/Latinos, American Indians, Alaska Natives, Asian Americans, Native Hawaiians and other Pacific Islanders. Other risk

factors include having a mother who had diabetes during her pregnancy, having high blood pressure, high cholesterol, abnormal lipid levels, polycystic ovary syndrome, and being inactive. For children and teens at risk, health care professionals can encourage, support, and educate the entire family to make lifestyle changes that may delay or prevent the onset of type 2 diabetes. Changes include reaching and maintaining a healthy weight by making healthy food choices and engaging in regular physical activity. **How does diabetes impact a student?** Diabetes is a disability and can have substantial impacts on a student's academic performance and safety at school, but it does not affect all students in the same ways. Diabetes can affect students in several ways: First, diabetes must be managed 24 hours a day, 7 days a week. Diabetes care requires an ongoing treatment regimen. The treatment regimen affects the student's daily schedule and, if appropriate provisions are not made, may impact the ability of the student to have equal access to all school-related activities. Second, blood glucose levels that are not kept in target range may result in hypoglycemia or hyperglycemia. Hypoglycemia is the most common and immediate concern for school-aged children. Severe hypoglycemia can result in loss of consciousness and is life-threatening. Both hyperglycemia and hypoglycemia can affect a student's cognitive functioning and, thus, school performance. Finally, even where blood glucose levels are maintained within reasonably acceptable ranges fluctuations can affect a student's ability to concentrate and learn. In addition, diabetes may have an adverse impact upon the ability of a student to provide self-care or to engage in daily living tasks such as eating, communicating, or even walking. Effective diabetes care is essential for a student's immediate safety and ensures a student will be able to participate in all school activities.

Screening for Type 1 and Type 2 Diabetes Parent or guardians should consult with the family's primary healthcare providers about getting tested for prediabetes or type 2 diabetes if their student has any of the risk. If your doctor thinks your student may have type 1 diabetes, your student's blood may also be tested for autoantibodies. These substances show the body is attacking itself and are often found with type 1 diabetes but not with type 2. Urine may also be tested for ketones. Ketones are produced when the body burns fat for energy. Having ketones in the urine indicates the student may have type 1 diabetes instead of type 2. Tests for Type 1 and Type 2 diabetes may include the A1C test, fasting blood sugar test and/or the glucose tolerance test. **After a Diagnosis** If your student's results show that they have Type 1, or Type 2 diabetes, talk with your student's doctor about a detailed treatment plan that includes at a

minimum a referral to diabetes self-management education and support services, and specific steps you and your student can take so the student can be at your healthiest.

COUNSELING SERVICES & SOCIAL SERVICES

- I. Counseling Services
 - A. IPA has two counselors on the administrative team. Any scholar who needs counseling services can be directed by a concerned adult to a grade level counselor. Scholars may reach out to their grade level counselor for a referral or visit the front office on their own accord.
- II. Reporting of Scholar or Staff Harassment or Abuse
 - A. Any scholar (or friend or parent of a scholar) who has been the victim of abuse of any kind by any IPA scholar, parent, visitor, or staff member is encouraged to report it to the school counselor or **Ms. Amanda Harris, Title IX Coordinator for Scholars**
 - B. All IPA employees are required to report allegations of abuse against scholars to **Mrs. Candis Holt, Title IX Coordinator for Staff** as described in the Mandatory Reporting Policy and the Employee Handbook. Ultimately, any such abuse is required to be reported by the Executive Director(or designee) to
 - the Department of Family and Scholars Services (DFACS) if the abuse falls into the mandated reporting category as defined by state law.
- III. Guidance Services
 - A. IPA has two guidance counselors available to scholars related to academic and career planning. The guidance counselors coordinate career exploration activities for scholars beginning in the 5th grade and academic planning for high school beginning in the 8th grade.

SERVICE FEES

To provide various services (e.g., lunch, transportation, etc.) and activities (e.g., athletics, field trips, etc.), IPA must pass on some of the cost to families in the form of fees. Families are expected to pay those fees in a timely fashion. Therefore, families should understand the following:

- Families are responsible for paying any fees associated with services/activities provided by IPA by an established deadline.
- Failure to pay fees by the deadline may result in a scholar being unable to access those activities or services (in whole or in part)
- Past-due fees for services already provided (or for activities that the family previously committed to participate in) will be added to my family's IPA billing account

***Continued failure to pay past-due fees for one activity/service may result in denial of access to other activities/services (including academic records), until fees are paid**

FAMILY INVOLVEMENT at IPA

Ivy Preparatory Academy is a community-based school and as such, family and community are expected to participate in each scholar's development. All parents/guardians are encouraged to visit the school regularly throughout the school year to volunteer, participate in a classroom visit, or conduct a

parent/teacher conference. To ensure scholar safety, minimize disruption to the learning environment, and improve service to parents, visitation protocols are outlined below.

I. General Visitation Protocol

A. All parents/guardians who visit IPA for any reason are expected to adhere to the following:

1. All parents/visitors must have an appointment and must enter through the main door of the building.
2. All parents/visitors must register at the main office upon entry.
3. Parents/visitors must wear a badge provided by the IPA front desk if they are visiting any part of the campus outside of the main office.
4. Parents/visitors must always be in the presence of a staff member while visiting the campus (unless they have a full background check on file with IPA).
5. As per IPA policy, parents should not interact with any scholar unless directed to do so by the classroom teacher or supervising adult staff member.
6. The office staff will provide assignments for volunteers. (Volunteers' hours are recognized only if properly logged in). See Parent Volunteer section below.

All parents/visitors are expected to adhere to common standards of professionalism and civility. **A parent will be asked to leave the school premises if they disrupt normal business operations or classroom instruction. Parents will and can be subject to a 10-day ban from the school's campus.**

II. Classroom Observations

A. We encourage parents to visit classes at IPA. Classroom visits are one of the best means of gaining information about the educational program and/or observing a scholar's performance in a classroom learning situation.

B. To make classroom visits a productive process for all stakeholders we expect parents to adhere to the following:

1. Set up an appointment with the Assistant Principal (to avoid visiting on a day when the schedule precludes visitor – e.g., testing)
2. Schedule classroom visits only after the first six weeks and before the last four weeks of the school year. For security reasons, all visitors, upon arrival, must sign in at the main office before visiting any classroom and receive a visitor's pass.
3. Follow the General Visitation Protocol (above) once on campus
4. Parents must complete the mandated reporter training before any classroom visits

III. Parent Volunteers

A. All IPA families are expected to complete fifteen (15) volunteer hours during the school year. There are several areas in which parents can be helpful to the school staff including, but not limited to: lunchroom monitors, carpool attendants during arrival and dismissal, assistance with special events, field trip chaperones, reception area coverage, calling posts, and fundraising.

- B. Parents may also complete their 15 hours through involvement serving on Board committees, as room parents (see below), or club sponsors.
- C. As per IPA's policy, volunteers should not interact with any scholar unless directed to do so by the classroom teacher or supervising adult staff member
- D. Volunteers who perform tasks while scholars are present (on campus or at a school activity) are required to undergo state approved Mandatory Reporter and FERPA training prior to volunteering. Certificates of completion must be on file with the PFE Coordinator. Access to an on-line training platform will be provided by IPA. Volunteers are also required to submit a full background check, at the cost of the requesting volunteer. Background checks must be from official law enforcement agencies such as the Dekalb Police Department, Atlanta Police Department. Parents are required to keep a record of their volunteer hours to ensure accurate tracking and completion of the 15-hour requirement.

IV. Parent-Teacher Communication

- A. We encourage parents to communicate with their scholar(s)' teacher(s) as needed to help them understand how the educational process is working for their child(ren). To facilitate more in-depth discussion, IPA will set aside certain dates as preset teacher conference days. If parents cannot wait for the preset dates, they are encouraged to do take two approaches:
 1. Electronic communication - The preferred and most efficient way to communicate with teachers is via email or a communication app. Because IPA does not provide teachers with school phones, administration only holds teachers accountable for responding to email communication. Teachers are expected to respond to parent emails within 48-hours not including weekends and holidays. If parents have an urgent matter, they should contact the main office. Parents should indicate specific concerns and desired outcomes in their email communication.
 2. Set-up Appointment – Parents may request an appointment by communicating directly with the teacher. **Parents are not allowed to show up unannounced for impromptu conferences with teachers before, during, or after school.**
 3. Non-Responsive Teachers/Staff - Any parent having difficulty getting a response from a teacher should reach out to that teacher's grade level administrator, which ultimately includes a Team Lead, the Assistant Principal, Principal, the Executive Director and then the Board of Directors, in that order
 4. **Note: Parents should keep in mind that Upper Academy teachers can have as many as 150 students, which makes it difficult to schedule frequent in-person conferences for the same scholar**

V. Parent Teacher-Teams

- A. A specific volunteer role that IPA requests parents to fill is that of a Parent-Teacher Team Coordinator. Parents who are familiar with Team Moms /Dads for recreational team sports should think of this in a similar fashion. The Parent-Teacher Team Coordinator for Team [teacher name] would take the lead on coordinating support for their scholar's

- homeroom teacher (e.g., supplies, birthday celebrations, field trips, bulletin board/room set-up, file organization, parent follow-up on classroom activities, etc.).
- B. One (two) parent(s) may be asked to serve as the Parent-Teacher Team Coordinator, but all parents can and should be a part of their scholar's homeroom Parent-Teacher Team. Ultimately, IPA expects all parents to support homeroom teachers, and thereby support their scholar(s). **Note: Room parents perform volunteer tasks under the direction of the homeroom teacher. They are not expected to take direction directly from administration or other volunteers as it relates to room parent responsibilities.** As always, parents may, however, report concerns to administration about their experience as an IPA stakeholder.

BOARD MEETINGS

The Governing Board meetings are open to the public, and all Academy parents/guardians are invited to attend. A full schedule of meetings will be posted on the school's website. Parents may serve on Board committees if their experience and expertise are deemed a fit by the Board of Directors. Parents who wish to volunteer may reach out to the respective committee chair, or the Governance committee chair.

ELECTRONIC COMMUNICATIONS

I. E-mail

- A. The Academy's main method of formal communication will be through email. This is a cost-effective way to keep families informed of what the school and your scholar is involved in. It is imperative that parents have an active email account that they will check regularly. It is a parent's responsibility to inform IPA's Office of Admissions if their email address changes or if they do not have access to email (at which point, IPA staff will work with parents on alternative communication strategies). IPA employees have 48-hours (not including weekends and holidays) to respond to email messages from parents or scholars. Parents should feel free to contact a supervisor if they feel they are not getting a timely response.

II. Parent Square

- A. IPA has a schoolwide Parent Square account which hosts individual teacher accounts. Parent Square is an informal, social-media style platform that is widely used by schools and classroom teachers to create more parent engagement with what their scholars are doing during the day.
- B. Note: IPA holds teachers accountable for communicating with parents via Parent Square.
1. Behavior Updates – IPA requires teachers to document scholar behavior to facilitate both positive reinforcement and appropriate consequences. Teachers may use (but are not required to use) Parent Square to track scholar behavior and to share that information, in real time, with parents. Parent Square does not replace formal parent-teacher/administrator

communication for serious offenses (what IPA describes as Level 2, 3, or 4 offenses).

2. Activities and Events – Teachers may (it is not required) share information, pictures, video clips, etc., with parents to create more family and community engagement around scholar activities and classroom/school events.
3. Schoolwork Information - Teachers may share information about scholar work requirements, including attachments of directions, rubrics, etc., but they are not required to do so.
4. Communication Protocols - There is an expectation that teachers respond to Parent Square messages. However, any parent who wishes to formally communicate with teachers, or who are concerned with response-time, should use email.

III. Infinite Campus

- A. Infinite Campus is the primary mechanism for communicating with parents about scholar work assignments and grades, and scholar attendance. Parents can set-up Infinite Campus to notify them when a grade or assignment is entered. Teachers are expected to enter assignments, with descriptions, in Infinite Campus the day they are assigned.
- B. Parents are expected to check Infinite Campus regularly to keep track of their scholar's progress. As a result of Infinite Campus communication, teachers are required to reach out directly and personally to parents to update them on scholar progress if a scholar is in jeopardy of failing a subject/course with a 75 or less at any time

during the year. At which a conference will be held for that scholar. Teachers may however reach out at their discretion to update parents about performance that is both excellent and below required standards.

C. Parent Access to Infinite Campus

1. Parents will receive access to the parent portal of Infinite Campus within the first month of school.
2. Parents will be held responsible for keeping up with the access to the system.
3. Parents are able to check grades on a consistent and frequent basis.
4. Grade updates will be sent via email and Infinite Campus every Friday afternoon at 5:00 pm regarding missing assignments and failing grades.

D. **Note: Parents who are not able to access Infinite Campus should reach out to the Admissions Office enroll@ivyprepacademy.org and request assistance.**

IV. Website

- A. IPA will regularly post information to our website about policy changes, upcoming events, special programs, opportunities for parents to volunteer and other important announcements.

INSTRUCTIONAL PROGRAM

- Overview of Academic Goals
 - The primary focus of IPA's academic program is to engage scholars in the rigorous study of core subjects and to foster the development of higher order thinking and problem-solving skills. Ultimately, the Academy seeks to enroll and graduate accomplished, thoughtful young men and women of character and discipline who are superbly prepared for success in the 21st century.
- Professionally Qualified Teachers
 - In keeping with the provisions of the Every Student Succeed Act (ESSA), the Right to Know Notification informs parents that they have the Right to Know and request the Professional Qualifications of teachers and paraprofessionals:
 - In Georgia, notification requirements apply to all LEAs and schools/programs within each LEA.
 - LEAs must notify all parents annually at the start of school (within 30 calendar days of the start of school) or upon enrollment.
 - LEAs must use the language of the law
 - LEAs must maintain records of the notifications.
- 20 Day Notification
 - The 20 Day Notification informs parents when students have been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state or licensure requirements (including professional qualifications developed by the LEA in alignment with an approved charter or strategic waiver application) at the grade level and subject area in which the teacher has been assigned.
 - In Georgia, notification requirements apply to all teachers in all LEAs and schools/programs within each LEA and must be sent within 10 business days

following the consecutive weeks.

- 20 Day Notifications are not required for substitutes and paraprofessionals.

- Parent-Teacher Conferences
 - Scholar-Parent-Teacher Conferences
 - IPA teachers, or other IPA support staff may contact parents proactively to praise scholar performance or schedule a conference if scholar academic (or behavioral) performance is deemed unacceptable.
 - Time slots on preset conference days are limited and priority is given to scholars who are having the most academic difficulty. Parents may request teacher conferences by emailing teachers individually.
 - Parents in the Upper Academy who wish to schedule a meeting with all their scholar's teachers may do so by contacting the Upper Academy Team Lead. Scholars are expected to be in the conference. The older the scholar, the more responsibility they will be given for presenting at the conference. Expectations will be sent to the parent and scholar in advance.
 - General Contact Information
 - Parents wishing to contact teachers for other questions/concerns other than conferences may contact the front office to leave a message or contact the teachers directly via e-mail.
 - With some exceptions, IPA's e-mail addresses have the same format: @ivyprepacademy.org. (Note: for staff with the same first initial and last name the format will be the first two (2) initials of the first name for at least one of those staff members).
 - If parents have difficulty resolving issues with any of their scholar's teachers, they should contact the Grade Level Lead. If that fails to resolve the issue, or that option is unavailable, parents should contact an administrator.
- Scholar Information System, Website, and Electronic Communication
 - IPA communicates with parents primarily through electronic methods (e-mail, text, website, etc.). Formal communication from IPA will be sent via email (unless postal mail is required by policy).
 - Parents who are unable to access e-mail and require hard copy materials be sent home, should make a written (or e-mail) request to their scholar's teacher(s) or Grade Level Chairperson
- Homework
 - Ivy Prep Academy scholars will have homework almost every night (even on weekends scholars may have to review or study). In general, Lower Academy scholars should have about one-hour, Upper Academy 1- 2 hours of homework every night. Scholars may have as much as one to two hours of homework to be completed over the weekend (unless independent project work is assigned, which may require more hours).
 - The purpose of homework is for scholars to practice skills learned in the classroom and to prepare for class the next day. As scholars mature intellectually, homework will also include independent research. Homework is not intended to burden parents with additional time or monetary costs.
 - Scholars are expected to complete all homework assignments to the

best of their ability. No scholar is excused from any assignment without being given permission by her teacher prior to the due date. If homework is not completed by the due date the scholar will be expected to complete the assignment and turn it in the next day, in addition to any new homework the scholar may have been assigned. Consistent failure to turn in homework may result in loss of privileges, required Saturday School attendance, additional tutoring, detention, or any other consequence deemed appropriate for encouraging scholars to meet the homework requirement.

ASSESSMENTS

- I. Course Assessments
 - A. All teachers will assess scholar progress and mastery of skills on a regular basis through a variety of assessment tools, including homework, exit tickets, starter/warm-up exercises, questioning/verbal responses, projects, and quizzes/tests.
 - B. Depending on the content and nature of the class/subject, teachers may also use other assessment tools, such as labs, journals, binder/notebook checks, essays, research papers, projects, and class participation. Each teacher will provide a written explanation of how performance will be assessed.
 - 1. Quizzes/Tests – Almost every subject/course is divided into Units of instruction that cover specific topics. Standards-based unit tests are typically given at the end of each Unit. Parents and Scholars will be informed in advance of the date of unit tests. Quizzes are typically given during the Unit to assess a scholar’s readiness for the unit test.
 - 2. Benchmarks – At the beginning and end of every nine weeks. This benchmark is an assessment for learning and is not entered in the gradebook as a grade but for information purposes only.
 - 3. Final Exams-At the end of each semester, a cumulative exam may be given for core subjects/courses. The first semester exam will cover first semester material; the second semester exam will typically be a final exam to cover skills and standards for the entire year.
 - C. State Assessments
 - 1. The state of Georgia requires all Kindergarten scholars to sit for the GKIDS assessment.
 - 2. All scholars in grades 3-8 are required to participate in Georgia Milestones testing.
 - 3. Scholars in a high school core class are required to participate in the Georgia Milestones End of Grade and End of Course test.
 - 4. Scholars with IEPs or who require special testing environments will receive accommodations pursuant to ADA and/or their IEPs (Individualized Education Plans) for all assessments.

GRADES, GRADE REPORTING & POLICY

- I. Progress Reports
 - A. IPA parents are expected to track their scholar’s progress via our on-line portal in real-time, regularly.
 - B. IPA will send home mid-quarter Academic Standing notices in the following cases:
 - 1. A scholar is performing below IPA proficiency level in a subject/course (grade below 75).
 - 2. At the teacher’s discretion or at a parent’s request
 - C. At the beginning of the year parents and scholars will be given instructions on how to access the school’s Infinite Campus (IC) Program for the purposes of tracking academic progress.
 - D. Parents are encouraged to contact their scholar’s teacher to discuss any concerns raised by the grade information provided in the Infinite Campus (IC) Program and to discuss the best means of implementing an improvement plan to assist the scholar in meeting their full potential.
 - E. Quarterly Grade Reports – IPA will issue quarterly grade reports at the end of the quarter. It will have essentially the same format as semester

report cards, but grades on quarterly grade reports are not final (they are essentially a mid-semester update on the academic status of your scholar).

II. IPA Grading Scale

A. The IPA grading scale applies both to assignments and to the overall course grade:

1. For Kindergarten through Second Grade scholars, the scale is below. At the end of the school year, scholars will receive an end of year grade of Pass or Fail.
 - a) Exemplary
 - b) Proficient
 - c) Developing
 - d) Beginning
2. For scholars in grades 3 and above, the scale is as follows:
 - a) 90-100 (Grade A)
 - (1) GPA Points 4
 - (2) Scholars receiving an A show deep mastery of the knowledge and skills that have been taught; they demonstrate an ability to go beyond the basic requirements of assignments to produce creative, thorough work.
 - b) 80-89 (Grade B)
 - (1) GPA Points 3
 - (2) Although scholars receiving a B may still have some areas to work on, they demonstrate a solid mastery of the knowledge and skills that have been taught.
 - c) 70-79 (Grade C)
 - (1) GPA Points 2
 - (2) Scholars receiving a C have some skill deficits but demonstrated at least a basic understanding of the majority of skills taught.
 - d) 69 to 50 (Grade F)
 - (1) GPA Points 0
 - (2) Scholars receiving an F produced work of unacceptable quality. They have major skill deficits that require additional instructional resources and scholar effort.

III. Final Grades

A. In determining final (cumulative) grades for the year, the terms are weighted as follows:

1. Semester 1 50%
2. Semester 2 50%

B. Grades are locked in one-week after the term ends. Parents (and scholars) need to be diligent in following-up with any concerns regarding grade discrepancies.

IV. GPA Calculation / Academic Honors

A. Numerical Average (100-point scale)

1. The numerical grade average is used for purposes of determining class rank or individual achievement awards. It is computed by taking the sum of the course averages for each

course taken during the 27 semester/year multiplied by the course's potential credits. The total number of quality points achieved is then divided by the total number of potential credits for the year.

B. Point Average (4.0 Scale) The point average is used only for Honor Roll purposes. It is computed by taking the sum of the quality point values associated with the letter grades (A = 4.0, B = 3.0, etc.) for each course taken during the marking period. That total is divided by the number of courses the scholar was enrolled in for that quarter.

C. Academic Honors

1. Academic Honors are determined by a scholar's grade point average for all marks earned in a given grading period. GPA for Academic Honors is calculated by determining the sum of the numerical equivalent of the letter grades divided by the total number of courses taken during that marking period.

2. Note: IPA may also use grades (e.g., # of A's and/or B's to determine Honors).

a) Principal's List - GPA of 4.0 and above

b) Ivy League List - GPA of 3.5 to 3.99

c) Ivy Club - GPA of 3.0 to 3.49

d) Scholar Awards – Given to scholar with highest GPA in a course/subject

V. Late, Missing, or Make-Up Work

A. Upon their return from an excused absence, scholars are given at least the number of days equal to the number of days they were absent to complete and turn in all missed assignments pursuant to the teacher's instruction and timeline. If assignments are returned within the time frame specified by the teacher, scholars may earn full credit for the missed assignments.

B. If the assignments are not returned within a reasonable time as specified by the teacher, or if missing work is due to an unexcused absence, scholars will be subject to the procedures and expectations listed below for homework and, in the event a scholar is absent for an extended period, parents/guardians are encouraged to obtain assignments from teachers if scholars can complete assignments during their absence. Parents/Guardians should notify IPA as far in advance as possible if they expect make-up work to be provided or sent home for an absent scholar.

C. Late/Missing Homework

1. If scholars fail to turn in homework assignments by the due date for reasons other than an excused absence, they will be expected to complete the assignment during the day, on the day that it is due. That completion will occur either during an elective/connections class (e.g., P.E., engineering/coding, etc.), during lunch, or during after-school detention. They will not be allowed to complete the homework during core class instructional or work time.

2. Scholars who do not complete the assignment on the due date, will be expected to complete the homework by the next day. If they cannot complete the assignment on the second day, they will be assigned to ISS. Scholars will be required to attend ISS

even if they complete their homework prior to attending. Failure to attend ISS will result in a suspension and a grade of zero on the homework assignment.

3. **Rationale:** Homework is assigned to assist scholars with understanding the concepts currently being taught by the teacher. It is not in the scholars' best interest to develop a habit of turning in homework after the teacher has moved on to another topic, simply to raise their grade. Scholars must learn to complete assignments on time as part of their growth and development.

D. Classwork

1. It is expected that classwork assignments will be completed during class. Incomplete classwork will not be assigned for homework (unless the grade will be exempted). A teacher may, however, require classwork be completed under adult supervision at school on another day, during another class/period, or after school/during Saturday School. Refusal to do classwork, or off-task behavior resulting in incomplete classwork, will be addressed as a behavior/conduct issue.

E. Test Retakes

1. Scholars may be allowed to retake tests based on the course rules and expectations outlined by the grading procedures. In general, IPA favors allowing scholars to retake tests and exams to show a greater level of mastery. However, scholars will not be able to make-up any first semester tests during the second semester to improve their first semester grade.

PROMOTION & RETENTION

I. Promotion Requirements

A. Kindergarten Promotion to Next Grade

1. To be promoted to the next grade, scholars in kindergarten must:
 - a) be deemed Proficient in Reading and Mathematics.

B. First and Second Graders Promotion to Next Grade:

1. To be promoted to the next grade, scholars in first and second grade must:
 - a) Earn a yearly average between the two semesters of 70 or higher in the core subjects of:
 - (1) Reading, English-Language Arts, and Mathematics.

C. Fourth, Sixth & Seventh Graders Promotion to Next Grade:

1. To be promoted to the next grade, scholars in the fourth, sixth, and seventh grade must:
 - a) Earn a yearly average between the two semesters of 70 or higher in all core subjects:
 - (1) Reading, English-Language Arts, Mathematics, Science, and Social Science.

D. Third, Fifth, and Eighth Graders Promotion to Next Grade:

1. To be promoted to the next grade, scholars in the third, fifth, and eighth grade must:
 - a) Earn a yearly average between the two semesters of 70 or higher in all core subjects:
 - (1) Reading, English-Language Arts, Mathematics, Science, and Social Science.
 - b) Scholars in fifth and eighth grades must be at or above the Developing Learner level in Reading and Math based on results of Georgia Milestones testing
 - c) Scholars in fifth and eighth grades must be reading at or above grade level based on the results of the End of Year iReady Diagnostic

Review the IPA Promotion Policy for additional details

II. Non-Promotion Decisions

A. Appeals

1. Parents may appeal any non-promotion decision to the IPA Placement Committee, including, at minimum, one of the Assistant Principals, a parent, and the teacher(s) of the subject matter of the Milestone Assessment or subject area/course for which the scholar failed to meet the passing standard. A decision to promote because of an appeal must be unanimous and be based on the belief that the scholar can reach grade level performance by the end of the next school year.

- B. Academic Plan – Whether the scholar is promoted on appeal or retained, the Placement Committee will develop an instructional plan that is deemed likely to help the scholar reach, at minimum, on-grade-level performance by the end of the next school year.

III. Summer School

- A. IPA Summer School offerings will be determined in the Spring semester based upon anticipated need. IPA does not guarantee the provision of summer school options. At minimum, IPA will provide supplemental instruction for scholars who failed a Milestone exam and are eligible for a re-take (eligibility is based on state policy).
- B. In addition, based on the recommendation of the Placement Committee, IPA may allow scholars who failed a course to take an exam during the summer to earn course credit. The scholars must attend summer school at least 90% of the days in session. IPA is not mandated to provide any additional instruction to prepare scholars for those exams but will provide access to study materials and an outline of the standards and content that will be covered on the exam. Scholars can take summer courses elsewhere to re-learn the material in a class that they failed prior to taking the IPA exam. Scholars who take the IPA exam for a failed course must score a minimum of 70 to pass.
- C. If IPA offers summer courses for remediation/credit recovery or for enrichment (for scholars interested in advanced or special-topics courses), those courses may be offered for a fee (which will be determined each year and posted prior to summer session).

ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

- I. Unrestricted Eligibility
 - A. Scholars are eligible to participate as a full member of any IPA athletic team or club if they have passing (70 or above) grades in all their courses. No restrictions will be applied to their participation based on academic performance. Note: Please see Code of Conduct for restrictions related to behavior.
- II. Restricted Eligibility
 - A. Scholars who have one F in a course, for any reason, will only be allowed to participate in practices, meetings, or competitions if they attend the full schedule of IPA sponsored tutorials. The tutorial schedule for participants in extra-curricular activities will be determined by leadership each academic quarter. If tutorials occur on days/at times when practices, meetings, or competitions occur, it is expected that the scholar attends the tutorial to remain eligible. Assistant Principals reserve the right to rescind eligibility if the F grade persists for an additional two weeks (or more) without significant improvement (where significance is determined by the Assistant Principals).
- III. Ineligible
 - A. Any scholar with two F course grades is ineligible to be an active member of a club or sports team until such time as the scholar meets the criteria for unrestricted or restricted eligibility. Any scholar who earned an F in any course at the end of the 1st semester or 2nd semester, will be ineligible to compete in the next semester's sport season

SCHOOL CULTURE

- I. School Expectations
 - A. Scholars are expected to abide by the school Code of Conduct and exhibit PREP values at all times to aid in their journey to enter and succeed into the college and university of their choice. PREP stands for Perseverance, Responsibility, Engagement and Professionalism.
- II. Valuables/Personal Property
 - A. The school cannot be responsible for lost or stolen property. Great care should be taken to leave purses, watches, wallets, etc., in places where they may not be taken. Thefts from restrooms, cafeteria or any classroom should be reported immediately to the teachers or administration. Scholars are strongly encouraged not to bring items of value to school. However, in the event that the scholar has valuables on her person during a PE class or other extracurricular event, the scholar is encouraged to give valuables to the coach/teacher for safekeeping during class or event.
- III. Visitor/Messages/Flowers/Balloons
 - A. Parents and guardians are always encouraged to visit the school. For security and health reasons, all visitors are required to schedule an appointment with the person they would like to see. Visitors cannot report until they have received confirmation from the person they are visiting via email. Once approved/confirmed, report to the office for a

- visitor's pass. Scholars are never allowed to have visitors that are not a parent or guardian.
- B. Flowers, balloons and gifts will not be delivered to scholars during the school day, but may be picked up by the scholar at the end of the school day. No glass vases or balloons will be allowed on the hallway or bus transportation for safety regulations.

CODE OF CONDUCT

I. Introduction

- A. Ivy Preparatory Academy ("Ivy Prep") is committed to providing a safe and structured environment in which every scholar can pursue excellence in academic achievement and behavior. This Code of Conduct ("Code") has been adopted to support the creation of the aforementioned environment. It establishes a strict policy for conduct and explains the consequences for not meeting these standards of conduct. Any scholar, whose behavior does not meet Ivy Prep's clearly defined standards and expectations, will not be allowed to endanger/disrupt the educational experience of others.
- B. Without a firm and consistent discipline policy, none of what we envision for the school can happen. Scholars and families have a right to attend a safe and orderly school. **Therefore, for every infraction, there will be a consequence.** This is the basis of our Code of Conduct.
- C. The Administration works closely with all stakeholders to maintain the integrity of the learning environment. It is impossible to write a Code that addresses every conceivable variation of prohibited behavior. Consequently, scholars should understand they may be disciplined for any misconduct that disrupts the orderly mission of the school or that is otherwise inappropriate, whether or not it is specifically listed in the Code of Conduct. The Administrative team retains all authority to prescribe appropriate consequences for scholar misconduct.
- D. Ivy Prep reserves the right to amend, supplement, or rescind provisions of this Code at any time, as it deems appropriate.

II. School-Related Disciplinary Offenses

- A. Below is a description of school-related disciplinary offenses for which scholars may be subject to detention (weekday and/or Saturday), out-of-school suspension, or in the most severe instances, expulsion. A school-related disciplinary offense refers to the violation of this Code occurring:
1. While the scholar is on school grounds or school-related transportation;
 2. During a school-sponsored activity; or
 3. During events sufficiently linked to school.
- B. Disciplinary Consequences for Offenses
1. To ensure an environment that is conducive to learning, Ivy Prep has a demerit/referral system. This is intended to serve as a learning process for those who violate school regulations and as a deterrent for those who may be tempted to do so.

- a) **Referrals**-Referrals are issued for repeated level 1 violation and level 2 and 3 offenses. Referrals are written by the teacher and submitted to the Assistant Principal. The Assistant Principal will follow the Administrative Discipline Plan upon receipt of the referral.
- b) **Out-of-School Suspension (OSS)**Ivy Prep will suspend scholars from school when there are serious breaches of the discipline code. A scholar may be suspended for one to three days at the request of the Assistant Principal. The Principal must decide suspensions of greater length. A scholar will be recommended for expulsion or alternative school after serving 7 days of OSS. When a scholar is suspended, a parent is contacted by phone and a suspension letter is sent home with the scholar. A scholar is not permitted to leave the building until a parent arrives. If a parent cannot be contacted, the scholar will be placed in isolation with administration and/or school personnel. However, once a parent has been contacted and does not pick up their scholar in a timely fashion it could result in additional days of out-of-school suspension and/or other consequences. While serving an out-of-school suspension, a scholar may not be on school property for any reason during the school day. The scholar may not attend nor participate in any school-sponsored activities (plays, concerts, athletic events, rehearsals, practices, etc.)
- c) **Probation**-Probation might be considered when a scholar has accumulated five out-of-school suspensions. The probationary contract is an agreement form between the scholar, parent and administration that outlines expectations as a final intervention prior to recommendation for expulsion.
- d) **Required Withdrawal**-Required withdrawal will be reserved for scholars whose conduct is so egregious it poses a danger to the physical well being of other scholars or staff. Required withdrawal might also be considered when a scholar is so repeatedly disruptive that a teacher and classroom cannot function. A scholar will be recommended for Required Withdrawal after serving seven days of OSS. In such cases, Required withdrawal will only be considered after a scholar has not responded to other forms of discipline and support, such as behavior modification plans, advisor support, parental involvement and counseling. Upon a request for Required withdrawal, parents have the opportunity for a hearing, the opportunity to present and confront witnesses, the opportunity to present evidence, and the opportunity to be represented by counsel, and the opportunity for appeal. The parent must request a hearing in writing within three business days of receiving notice of the Required withdrawal.

C. Prohibited Scholar Conduct

1. **Level 1 Violations** occur inside and outside of the classroom and may only impact the scholar or interfere with the educational process of other scholars. These behaviors will be handled at the discretion of the classroom teacher. One (1) demerit is issued for Level 1 infractions. These behaviors include, but are not limited to:
 - a) **Bystander Battery:** Scholars will not become involved in a fight that he/she does not start. A scholar who does not start a fight but becomes involved in it will be charged with Bystander Battery. This offense includes, but is not limited to, hitting or kicking another scholar while that scholar is fighting another scholar.
 - b) **Cell Phones/Electronic Devices:** Scholars are not permitted to use cell phones or any other electronic device from the time they enter the building until after dismissal. All cell phones must be turned off. E-Readers (Nook, Kindle & iPad) may only be utilized for academic purposes during instructional time upon the teacher's request. Photographing, audio recording or videotaping on school property is not allowed at any time without the expressed, written consent of the scholars, staff members or other persons being photographed or recorded. If it is seen or heard it will be confiscated. Parents may pick up confiscated electronics on Fridays **only** in the main office. The school is not responsible for any lost or stolen electronics. Scholars are encouraged to leave such items at home.
 - c) **Defiance/Disrespect:** mischievous behavior and attitudes that demean or humiliate other scholars and impede teaching and learning.
 - d) **Disruptions:** minor acts of misconduct that disrupt teaching and learning include, calling out, moving about without permission, talking, and bothering other scholars.
 - e) **Gum, Food, Beverages:** chewing gum, eating food, and drinking without permission. Scholars are only allowed to drink water during class. Water must be in a clear container.
 - f) **School Rules:** failure to comply with schoolwide and classroom rules and expectations.
 - g) **Forgery/Theft:** minor incidents of forgery/theft, such as taking small classroom supplies or attempting to forge their parent's signature in agenda. For stolen items, proper restitution must always be made.
 - h) **Horseplay/Play-fighting:** scholars engaging in rough or rowdy behavior that is inappropriate such as pushing, shoving, bumping and play fighting.
 - i) **Inappropriate Language:** inappropriate language includes profanity, vulgar conversations or gestures.
 - j) **Technology - Misuse or Vandalism:** the use of technology at Ivy Prep Academy is a privilege. Inappropriate use or vandalism by scholars will result in

loss or limited use of technology. If damage occurs, the scholar that caused the damages may be charged for the cost of repair or replacement.

- k) **Unauthorized Items:** the use or possession of items that impede the learning process. Such items include, but are not limited to, cell phones, music players, toys, and not authorized by administration. If such items are seen or heard they will be confiscated. Parents or guardians may retrieve these items in the main office on Fridays only. No exceptions will be made.

2. **Level 2 Violations** occur outside or inside the classroom and have a negative effect on the environment. These violations may be handled by the classroom teacher or referred to the Assistant Principal. Two (2) demerits are issued for Level 2 infractions.

Examples of such conduct include, but are not limited to:

- a) **Academic Dishonesty and Cheating:** possession, use or distribution of the work of another person to complete an assignment and represent as their own. A scholar in violation of this policy will receive a zero for the assignment.
- b) **Abusive Language/Obscenity:** the use of obscene oral or written language and gestures that is considered to be offensive, socially unacceptable, or not suitable as it relates to an individual's race, color, creed, sex, national origin, marital status, physical and mental disability, physical appearance, political or religious beliefs, family, sexual orientation, social or cultural background.
- c) **Open Defiance/Disrespect:** prolonged, blatant and hostile challenge of the authority of school personnel.
- d) **Disruptive Behavior:** high-intensity and/or prolonged behavior that causes a disruption in the school community. Such behaviors include yelling and screaming.
- e) **Dress Code:** failure to comply with the dress code. Please refer to uniform policy in the Scholar and Family Handbook.
- f) **Forgery/Falsifying Information:** falsifying documents, forging the signature of a parent or guardian, teacher, or administrator, for the purpose of deceiving a school official.
- g) **Gambling:** betting money or other items on card games, or the outcome of games or activities, and/or possession of gambling material or paraphernalia.
- h) **Larceny/Theft:** stealing the property of another without consent of the owner. Proper restitution must always be made.
- i) **Skipping Class or Required Activities:** the intentional unauthorized from class or leaving a supervised area without permission.

3. **Level 3 Violations** refer to scholars engaging in violent, disruptive, or threatening conduct. These behaviors jeopardize

the school environment and can result in immediate suspension or expulsion. The Principal and Assistant Principal will handle these behaviors and prescribe the consequences. Three (3) demerits are issued for Level 3 infractions. Additional demerits may be issued at the discretion of the Principal and Assistant Principal based on the number of infractions. Examples include, but are not limited to:

- a) **Alcohol/Tobacco/Illegal Substances:** Possession, use and distribution of alcohol, tobacco, drugs, look-alike substances and drug paraphernalia, or during school-sponsored activities.
- b) **Arson:** Use of an open flame, threat or attempt to cause damage to school property by use of fire.
- c) **Assault:** making an intentional, unlawful threat, by word or act to do violence to a school employee, volunteer, scholar or other person on school property or at a school sponsored activity.
- d) **Fighting:** when two or more persons mutually participate in use of force or physical violence that requires either a) physical restraint or b) results in injury requiring first aid or medical attention.
- e) **Threat/Intimidation:** the act of coercing, or making another person fearful of being harmed by declaration of intent through words (oral, written, electronic, or symbolic) or acts to do violence to another person or to her property.
- f) **School Disturbances:** acts that cause or may cause disruption of the school environment and/or threaten the safety of others. Prohibited acts include, terroristic threats, gang-related activities, walk-outs, sit-downs, rioting, picketing, trespassing, inciting disturbances, threats to the school and pranks.
- g) **Sexual Harassment/Indecency:** Engaging in any form of sexual conduct verbal or physical amongst scholars, visitors and school officials.
- h) **Vandalism:** willfully defacing, damaging or destroying by any means the real or personal property belonging to the School Board or to another person.
- i) **Weapons/Dangerous Instrument:** possession of a firearm, weapon/dangerous instrument or object designed or intended to look like a firearm or weapon/dangerous instrument, and/or conspiring to conceal or hide a firearm or weapon/dangerous instrument is prohibited. A weapon/dangerous instrument is defined as any instrument from which a shot may be discharged; a knife of any sort; switchblade knife; box cutter, razor; or any other article commonly used for other purposes

III. Search & Seizure

- A. To maintain order and discipline in the schools and to protect the safety and welfare of scholars and school personnel, school administration may search desks, book bags, lockers, purses, and scholars under the circumstances outlined below. In addition, school personnel may seize

any illegal, unauthorized, or contraband materials discovered in the search.

- B. As used in this Code, the term "unauthorized" means any item dangerous to the health or safety of scholars or school personnel, or disruptive of any lawful function, mission or process of the school, or any item described as unauthorized in school rules available beforehand to the scholar.
- C. A scholar's failure to permit a search or seizure as provided in this Code will be considered grounds for disciplinary action. All searches by school employees shall be reasonably related to the objectives of the search and not excessively intrusive. A scholar's age, gender and the nature of the infraction will all be considered when performing the search.

IV. Administrative Discipline Plan

A. The Administrative Discipline Plan outlines the steps the Administration will take when a scholar is referred to the office for misconduct. Please note this framework is not exhaustive and Ivy Prep reserves the right to amend, supplement, or rescind provisions of this Administrative Discipline Plan at any time, as it deems appropriate. Upon a request for Required withdrawal, parents have the opportunity for a hearing, the opportunity to present and confront witnesses, the opportunity to present evidence, and the opportunity to be represented by counsel, and the opportunity for appeal. The parent must request a hearing in writing within three business days of receiving notice of the Required withdrawal.

B. Bullying Policy

1. Ivy Preparatory Academy (Ivy Prep) believes that all scholars have a right to a safe and healthy school environment. Our school has an obligation to promote mutual respect, tolerance, and acceptance among scholars, staff, and volunteers. Behavior that infringes on the safety of any scholar will not be tolerated. A scholar shall not bully, harass, or intimidate another scholar through words or actions. Such behavior includes but is not limited to: direct physical contact such as hitting or shoving; verbal assaults such as teasing or name-calling; the use of electronic methods to harass, threaten or humiliate, and social isolation and/or manipulation.
2. Definitions
 - a) **Bullying**-In accordance with O.C.G.A. § 20-2-751.4, bullying means an act which occurs on school property, on school vehicles, or at school related functions or activities, 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 ability to do so;
 - (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:
 - (4) Causes another person substantial physical harm within the meaning of O.C.G.A. § 16-5-23.1 or visible bodily harm as defined in O.C.G.A. § 16-5-23.1;
 - (5) Has the effect of substantially interfering with a scholar's education; Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
 - (6) Has the effect of substantially disrupting the orderly operation of the school.
- b) Harassment and Intimidation
 - (1) Harassment and intimidation means any gesture or written, verbal, or physical act, or any electronic communication that is reasonably perceived as being motivated either by any actual or perceived characteristic including race, color, ethnicity, religion, gender, sexual orientation, ancestry, national origin, physical attributes, socioeconomic status, physical or mental ability or disability, or by any other distinguishing characteristic, that takes place on school property, at any school-related functions or activities or on a school bus and that:
 - (a) A reasonable person should know, under the circumstances, will have the effect of harming a scholar or school employee or damaging his or her property;
 - (b) Has the effect of substantially interfering with a scholar's educational performance, or school employee's work performance, or either's opportunities, or benefits;
 - (c) Has the effect of having a substantial negative impact on a scholar's or a school employee's emotional or psychological well-being; or
 - (d) Has the effect of insulting or demeaning any scholar or school employee in such a way as to cause substantial disruption in, or substantial interference with, or the orderly operation of the school.
 - c) Visible Bodily Harm-In accordance with O.C.G.A. § 16-5-23.1, *visible bodily harm* is defined as bodily harm capable of being perceived by a person other than the victim and may include, but is not limited to, substantially blackened eyes, substantially swollen lips or other facial or body parts, or substantial bruises to body parts.
- 3. Bullying/Harassment Reporting Protocol
 - a) Scholars, parents/guardians and other stakeholders may

- report incidents of bullying to an administrator, teacher, counselor or other staff member in WRITING using the Ivy Prep Harassment, Intimidation, and Bullying Form. Verbal reports will not be considered as official reports. Once an Ivy Prep Harassment, Intimidation, and Bullying Form has been completed it must be turned in to the school Counselor or Assistant Principal for an investigation to begin. The Ivy Prep Harassment, Intimidation, and Bullying Forms can be found in the front office, the counselor's office, and the Assistant Principal's office.
4. Guidelines-The Ivy Prep policy prohibiting bullying is included in the scholar code of conduct and includes but is not limited to the following:
 - a) Any scholar who engages in bullying shall be subject to disciplinary action up to and including expulsion.
 - b) Scholars are expected to immediately report incidents of bullying to the Counselor or Assistant Principals. Scholars can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
 - c) The school prohibits retaliatory behavior against any complainant or any participant in the complaint process.
 - d) All scholars and/or staff shall immediately report incidents of bullying, harassment and intimidation to the school counselor or Assistant Principals. School staff members are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying shall be promptly investigated. This policy applies to scholars on school grounds and during any school-sponsored activity.
 - e) Bullying, harassment or intimidation will not be tolerated. Disciplinary action will be taken after an incident has been proven to be bullying. Disciplinary action after an incident of bullying may include but is not limited to the following:
 - (1) Demerits
 - (2) Loss of a privilege
 - (3) Reassignment of seats in the classroom, cafeteria, etc.
 - (4) Reassignment of classes
 - (5) Detention
 - (6) Out-of-school suspension
 - (7) Expulsion (through appropriate due process hearing)
 - f) If necessary, counseling and other interventions should also be provided to address the social-emotional, behavioral, and academic needs of scholars who are victims of bullying and scholars who commit an offense of bullying.
 5. IPA will consider anyone who encourages bullying (as defined above) as being guilty of bullying
 6. Cyberbullying-Any form of electronic bullying (cyber bullying)

using school equipment, school networks, e-mail systems or committed at school is strictly prohibited and can result in immediate expulsion.

- a) Cyber bullying is a form of harassment. Social networks such as Facebook and Twitter are popular in today's world. Any defaming information posted on social networks about fellow IPA scholars will be seen as cyber bullying. It will be dealt with severely, as it is an attempt to isolate the receiving scholar or scholars unbeknownst to school teachers and administrators. Anyone who is aware that a scholar is being exposed to a form of harassment or cyberbullying should report it to a teacher or administrator immediately.
7. Parents/guardians of scholars who are victims of bullying or are found to have committed bullying behaviors will be notified. Upon a finding by the Independent Disciplinary Hearing Officer that a scholar has committed the offense of bullying for the third time in a school year, such scholar shall be assigned to an alternate placement
 8. Response to Bullying-The procedures for intervening in bullying behavior include, but are not limited to, the following:
 - a) All staff, scholars and their parents will receive a summary of this policy prohibiting bullying at the beginning of the school year as part of the scholar's code of conduct.
 - b) The school shall keep a report of bullying and the results of an investigation confidential.
 - c) Staff are expected to immediately intervene when they see a bullying incident occur or upon receipt of any report of bullying. Faculty and staff must complete the Ivy Prep Harassment, Intimidation, and Bullying Form within 24 hours of the incident.
 - d) People witnessing or experiencing bullying are encouraged to report the incident in writing to the school counselor or Assistant Principal.
 - e) The following actions will be taken when bullying is reported:
 - (1) **Investigate**-Upon receipt of any written report of bullying, the school will direct an immediate investigation involving appropriate personnel. The investigation shall begin no later than the following school day. The investigation shall include collecting incident statements and/or interviewing the alleged perpetrator(s) and victim(s), identified witnesses, teacher(s) and staff members. School counselors and other support staff should be utilized for their expertise as determined by the circumstances of the matter. The investigation shall be completed no later than five school days once the written report is received.
 - (2) **Notify**-Parents/guardians of the accused and the victim must be notified within 24 hours upon receipt

of the written report by the school counselor or Assistant Principal. If the incident involves an injury, appropriate medical attention should be provided and the parent/guardian should be notified immediately.

(3) **Discipline**-Upon confirming that bullying has occurred, the accused scholar 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.

(a) Scholars in grades kindergarten through eighth found to have committed the offense of bullying for the third time in a school year will automatically engage in a local formal hearing. Retaliation following a report of bullying is strictly prohibited and can result in immediate expulsion.

(4) **Follow Up**-Follow up is important to the accused and the victim. The school counselor or the Assistant Principal will follow up with all parties involved via one on one meetings, group sessions, classroom guidance, and/or school wide interventions and programs

9. Response to Harassment

a) IPA is committed to equitable and swift resolution of harassment issues. Any scholar should follow any or all of these measures:

(1) Let the offender know you want the behavior to stop. Be clear and direct. Do not apologize.

(2) Pay attention to when, where and how you were mistreated; try to remember who else may have witnessed the incident.

(3) Notify The Principals, Assistant Principals, Dean of Restorative Practice, Counselor, or teacher. If uncomfortable doing so, a scholar should speak with a parent or another adult (who should then notify school personnel).

(4) After the initial report is made, an investigation will take place by The Principals, and/or her designee.

V. Fact Finding and Investigations

A. **Statements**-IPA faculty and staff are expected to provide a written summary report for any major code of conduct violations (level 2 or level 3).IPA will make every effort to obtain statements from any and all students involved in an incident that constitutes a breach of the code of conduct, including alleged victim(s) and perpetrator(s). IPA will also make every reasonable effort to obtain witness statements from any eyewitnesses or those with relevant information.

B. **Video-Review**-IPA will make every effort to review video-camera footage of any incident that constitutes a breach of the code of conduct,

where the details and facts are in question. IPA is not allowed to show parents video footage that includes scholars other than their own, unless

1. IPA has validated approval from parents of all scholars whose faces are recognizable in the video, or
2. Faces have been blurred.

C. Search and Seizure-IPA may use metal detectors, sniffing dogs, or other detection devices to ensure school safety. Anyone on the administrative team may search anything on school property such as cars, school buses, lockers, and personal belongings to ensure school safety. Unauthorized items and/or items that threaten the safety of others will be seized and appropriate disciplinary action will be taken. To facilitate a safety search, scholars may be asked to empty pockets or take off shoes but will not otherwise be required to remove clothing other than outerwear.

VI. Disciplinary Consequences

- A. Once it has been determined that a rule(s) was violated, the school administration will follow a progressive discipline process. The degree of discipline to be imposed will be in proportion to the severity of the behavior of the scholar and will take into account the scholar's discipline history, the age of the scholar and other relevant factors.
- B. Disciplinary hearings may result in long-term suspension, or permanent expulsion from Ivy Preparatory Academy.
- C. In addition to discipline, behaviors may also be reported to law enforcement at the district's discretion and as required by law, including O.C.G.A. §§ 20-2-1184 and 19-7-5. Major offenses including, but not limited to, drug and weapon offenses, can lead to schools being named as an Unsafe School according to the provisions of State Board Rule 160-4-8-.16.

VII. School Based Approaches

- A. IPA is committed to supporting and reinforcing positive behaviors by implementing a variety of strategies that do not require direct involvement of parents. First and foremost, IPA recognizes that many unwanted behaviors result from the lack of an active adult presence. The first and best strategy is to ensure that all adults are actively supervising and actively engaged with scholars under their charge. In the instructional setting, faculty is expected to be up and about or seated within the midst of the scholar group actively monitoring assessments or participating with discussions.
- B. If scholar behavior does not conform to expectations, faculty is expected to engage in non-verbal behavior modification techniques first (proximity, pause and wait, etc.), and then indirect verbal techniques (e.g., address the behavior without identifying the scholar). If problematic behavior continues, faculty will use other classroom-based strategies, including, but not limited to, seat changes, in class "time-outs", reflection essays, scholar-driven action plans, loss of privileges (e.g., silent lunch, loss of free time), and/or in-school counseling
- C. Parent-Teacher Conference-Parent Conferences may be called if a scholar's behavior is deemed to be sufficiently problematic to require parental intervention. The hope is that the scholar will be sufficiently concerned about parent involvement that it will spark a change in

- behavior. It is also at this point that a parent needs to be involved in setting the action plan to prevent the behaviors from continuing, which would result in more severe consequences for the scholar. The presumption is that the scholar may have unique needs or issues that only the parent may be aware of, which will inform the discussion about what interventions may be effective.
- D. Parent Observation-A parent may be asked by a teacher to observe a scholar during class time to provide the parent with a contextual perspective on their scholar's behavior. The expectation is that the parent may be able to provide additional insight into what strategies may work to promote their scholar's positive behavior in a particular classroom environment.
- E. Scholar Removal from Class (In-School Suspension)-In school suspension is the formal removal of a scholar from her class (with administrative approval) and assignment to a location supervised by appropriate personnel in another room on the school premises for a period not exceeding ten (10) consecutive school days. A scholar removed from class (assigned to in-school suspension) will be permitted to work on classroom assignments and will be counted present on the attendance register.
1. O.C.G.A. § 20-2-738 provides that a teacher may remove from class a student who repeatedly or substantially interferes with the teacher's ability to conduct instructional activities or when the student poses an immediate threat to the safety of the student's classmates or the teacher. The student's behavior must be a violation of the student code of conduct. If the action that led to removal is grounds for school suspension or expulsion, policy related to those consequences will be followed (see below for sections on Suspension and Expulsion). If the removal is based upon repeated or substantial interference with instruction, the following applies:
 - a) A teacher must take the following steps to address problem behavior, prior to class removal:
 - (1) contact a parent for informal discussion to solicit assistance
 - (2) request a formal parent conference,
 - (3) request that the parent observe the scholar in the classroom, and,
 - (4) as required by O.C.G.A. § 20-2-735, report the scholar to administration for disruptive behavior (the parent must receive a copy of that report from administration).
- F. Initial Notification (of Scholar) - Once a school administrator confirms with the teacher that a "class removal" is in effect, the administrator will explain the Code of Conduct rule violation(s) that are the ground(s) for the removal and give the scholar the opportunity to admit or deny wrongdoing and present her explanation of the situation. If, after review, the administrator and the teacher agree that the removal is not the appropriate course of action, the scholar will be returned to class. Otherwise, the administrator will place the scholar in a temporary alternative educational setting and contact the parent.

- G. Initial Notification (Parent/Guardian) - The scholar's parent/guardian will be notified of the class removal as soon as possible, but not later than the beginning of the next school day (following the day of the removal). The initial notification may be by phone or by e-mail. That communication will serve to clarify the charge and the alleged act, and to let the parent know to expect delivery of a formal written notice (including a complete description of the alleged act) not later than the beginning of the next school day after the removal occurred. The communication will also inform the parent that they must set up a conference with an Administrator (or designee) prior to the scholar returning to the teacher's classroom.
- H. Formal Written Notification - The parent/guardian will receive formal written notification within 24 hours after the initial notification. The written notification will contain the teacher's description of the behavior(s) that led to the removal. The notification will also indicate that a conference must be arranged with the Teacher prior to the scholar returning to that class.
1. The written notification will be delivered to the scholar's parent/guardian either in person or to the e-mail address provided to IPA by the parent/guardian. If notification is delivered in person, a written confirmation of delivery should be obtained. If notification is delivered by e-mail, a read receipt or a parental reply confirmation will be requested. If confirmation of receipt is not obtained within 24 hours, the notification will be sent via first class mail to the parent's last known address.
 2. Even though there are generally no appeal rights guaranteed by law for scholars who have been removed from class, the parent/guardian may call or conference with the teacher or an administrator to discuss their scholar's discipline.
 3. For a scholar with an active Individual Education Plan (IEP), or Section 504 plan, the removal from class must be consistent with state and federal regulations. A copy of the written notice of class removal must also be sent to the Director of Scholar Services, Mrs. Paula Harris-Harvey and to the School Counselor if the scholar has an Individual Education Plan (IEP). The letter should clearly indicate that the suspension is "in-school."

VIII. Suspensions

- A. IPA Administration will afford the scholar oral or written notice of the charges. If the scholar denies the charges, the scholar shall be given an explanation of the evidence the school authorities have and an opportunity to present her side of the story.
- B. Initial Notification - The scholar's parent/guardian will be given initial notification of the suspension as soon as possible. The initial notification may be in person, by phone, or by email. IPA will prioritize direct communication with the parent (either in-person or by phone) when providing initial notification. That communication will serve to clarify the charge and the alleged act, and to let the parent know when to expect delivery of a formal written notice. The communication will also inform the parent that they must set up a conference with a school Administrator prior to the scholar returning to school.
1. If direct communication is not possible, IPA will send an email to

the address provided by the parent notifying them of the suspension and informing them to call the school.

2. IPA will also leave a message on the home and/or cell number provided by the parent. Due to privacy concerns, the message will state that the parent should check their email and/or call the school but will not mention suspension or provide details about any of the charges. Note: **A suspension is still valid if reasonable efforts to contact the parent are unsuccessful.**

C. Formal Written Notification

1. The parent/guardian will receive formal written notification no later than two school days after the suspension begins. The written notification will contain the charges, a description of the alleged acts, and the number of days and dates of the suspension. The notification will also indicate that a conference must be arranged with a school Administrator prior to the scholar returning to school.
2. The written notification will be delivered to the scholar's parent/guardian either in person or to the e-mail address provided to IPA by the parent/guardian. If notification is delivered in person, a written confirmation of delivery should be obtained. If notification is delivered by email, a read receipt or confirmation of a parental reply will be requested. If confirmation of receipt is not obtained within 24 hours, the notification will be sent via first class mail to the parent's last known address.
3. Scholars under suspension or expulsion shall not participate in or attend school activities on or off campus. If less than the number of suspension days remain in the complete grading period or regular school year, the suspension/expulsion will continue into the next regular school year or complete grading period.
4. Even though there are generally no appeal rights guaranteed by law for scholars on short-term suspension (10 days OSS or less), the parent/guardian may call a school Administrator to discuss their child's discipline.
5. If the school recommends OSS for more than 10 school days, a disciplinary hearing is required and will be offered. (See section on Disciplinary Hearing)
 - a) Suspension days for any scholar with an Individual Education Plan (IEP) or Section 504 Plan should conform to applicable legal requirements (including any legal limitations of cumulative suspension days).
6. Activities during Suspension – No scholar can participate in any school activity during the time they are suspended. There are no exceptions.

IX. Return to School

- A. Before a scholar is permitted to return from a suspension and attend class, it is expected that the parent or guardian schedule and attend a conference with a school Administrator to devise a disciplinary and behavioral correction plan. At the discretion of The Principal, a teacher, counselor, or other person may attend the conference. The conference will be noted in the scholar's permanent file. Failure of the parent or guardian to attend will not preclude the scholar from being readmitted

to the school but will result in the scholar being placed in In- School suspension until the parent attends the conference. While in In- School Suspension, the scholar will be provided with her work for the day and instructional support.

- B. IPA may, by petition to the juvenile court, proceed against a parent or guardian of a chronic disciplinary problem scholar if administrative personnel believe the parent or guardian has willfully and unreasonably failed to attend a requested conference

X. Expulsion

- A. An expulsion will be reserved for scholars whose conduct is of an egregious nature. Expulsion might also be considered when a scholar is so repeatedly disruptive or disrespectful that a teacher and classroom cannot function, or when a scholar despite repeated interventions and suspensions shows no evidence of desiring to change the problem behaviors such as continued and willful disobedience and/or open defiance of authority. In such cases, expulsion will only be considered as a last resort and a scholar would have to be one who has not responded to other forms of discipline and support.
- B. It is difficult to list all possible acts that could lead to expulsion. However, IPA has made a concerted effort to be as thorough as possible in listing the most likely actions to occur that would lead to a recommendation for expulsion. The list presented below cannot be considered exhaustive; a scholar may engage in egregious behavior that is not listed. Scholars are subject to expulsion if they are found to have done any of the following:
 1. Caused, or attempted to cause, or threatened to cause physical injury to another person.
 2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certified school employee, which is agreed to by The Principals (or designee).
 3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance as defined by Title 16 of the Official Code of Georgia, or alcoholic beverage, or an intoxicant of any kind.
 4. Unlawfully offered, arranged, or negotiated the sale of any controlled substance, an intoxicant of any kind, and subsequently sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or materials as a controlled substance, alcoholic beverage, or intoxicant.
 5. Committed robbery or extortion.
 6. Caused or attempted to cause damage to school or private property.
 7. Stolen or attempted to steal school property or private property.
 8. Possessed or used tobacco, or any products containing tobacco or nicotine, cigarettes, smokeless tobacco, or chew packets.
 9. Committed an obscene or sexually explicit act or engaged in habitual profanity or vulgarity.

10. Unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
11. Repeatedly disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Engaged in acts of intimidation or harassment directed at school employees, contractors, or volunteers.
14. Caused or participated in a fight, or violently and aggressively hit another scholar
15. Committed any act of academic dishonesty (plagiarism, cheating, etc.)

- C. There will be zero tolerance for bringing a gun or deadly weapon to school or for any assault on school employees or scholars.
- D. For a scholar to be expelled, the process must be approved by The Principal. The scholar will first be suspended for ten (10) days, the maximum allowed at The Principal's discretion, with a recommendation for an expulsion. Once the suspension is initiated, the disciplinary hearing process is initiated.

XI. Bus Behavior and Consequences

- A. If bus transportation is offered (e.g., for field trips, daily transportation, sports) IPA will consider the bus an extension of the school, and the bus driver the equivalent of IPA faculty and staff in terms of the authority to manage scholar behavior. Bus transportation is not a service that is required by the state of Georgia and must therefore be considered a privilege that can be taken away if abused. Scholars are expected to follow the same behavioral rules that they do when in the school building (see descriptions above for Level 1, 2, and 3 violations).
- B. In addition, there are rules that are specifically designed to ensure the safety of bus riders:
 1. Scholars must always remain seated while the bus is traveling between stops
 2. They should not extend their legs or feet into the aisle
 3. No part of a scholar's body should ever be extended out of the window
 4. Scholars must remain completely silent at railroad crossings
 5. Scholars may use personal electronic devices (at the driver's discretion and if an Electronic Device contract is on file at IPA), but headphones must be used at all times.
 6. Scholars may talk, but only at the driver's discretion to ensure the noise level is not a distraction
 7. The emergency door is only to be used when directions are given by the driver to do so.
 8. Scholars must move away from the bus doors immediately after exiting
 9. Scholars should cross ten feet in front of bus and only after the bus and all other traffic has come to a complete stop. Scholars should look both ways before crossing. IPA abides by "Addy's Law" (House Bill 409)

10. Scholars must ride assigned bus and enter and exit at assigned stops. Change requests must be submitted to IPA in writing. Changes do not go into effect until parents receive a response from IPA's staff.
 11. Food/drink may only be consumed on the bus at the discretion of the bus driver / bus company
- C. Because rules 1 through 10 are important for the safety of all scholars involved, failure to comply with those rules will be considered a Level 2 violation and grounds for immediate suspension from the bus. Repeated "Level 2" offenses that occur on the bus are likely to result in suspension from riding the bus for increasingly longer stretches of time,

and ultimate expulsion from the bus. For serious offenses (i.e., Level 3) permanent expulsion from the bus and from school will be recommended.

XII. Off-Campus Misconduct

- A. Off-campus misconduct for which a scholar shall be disciplined includes, but is not limited to, any off campus conduct that is:
1. Prohibited by the Georgia or United States criminal codes; and
 2. Punishable as a felony or would be punishable as a felony if committed by an adult; and
 3. Conduct which could result in the scholar being criminally charged with a felony or conduct for which a scholar has been arrested, indicted, adjudicated to have committed, or convicted; and
 4. Conduct which makes the scholar's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process. See O.C.G.A. § 20-2-751.5(c).

XIII. Disciplinary Hearings Procedures

- A. Hearings will be held as noted in this procedure and/or as required by applicable authority. Any recommendation of long-term suspension or expulsion will result in a hearing being scheduled for a scholar. The hearing should be held within ten (10) school days after the first day of suspension.
- B. Any confiscated drugs, weapons or other criminal evidence should be transferred to the local police until needed for use during a disciplinary hearing and/or criminal case.
- C. The Administrator in charge of discipline (or designee) will contact The Principal and initially report the incident as soon as practicable after the occurrence. The designated Administrator (or designee) should furnish The Principal, within two (2) local school-work days after the incident, the following information and documentation:
1. witness/scholar statements;
 2. current year academic record (including progress reports);
 3. attendance record;
 4. complete behavioral record (include all write-ups and documents in permanent record and current year files);
 5. anecdotal report citing discipline, attendance and academic records, and behavioral interventions tried at IPA to date, including SST/RTI referral, counseling sessions, and parent/guardian conferences with dates, reasons, and results; copy of police report (if any);
 6. special education, Section 504 or SST status (active enrollment or referral for any of these programs);
 7. SST/RTI reports;
 8. copy of the currently approved suspension letter that includes the administrator's recommendation for consequences, and
 9. any other information or evidence relevant to the incident(s).
- D. Written Notice of Hearing
1. When Long-Term Suspension or Expulsion is recommended by the school, a disciplinary hearing is required. The Principal shall

provide written notice of the relevant procedures to the scholar's parent/guardian. The notification shall include the following:

- a) A brief statement of the act(s) scholar is alleged to have committed, along with the portion of the Code of Conduct allegedly violated.
 - b) The maximum penalty which may be administered for the alleged misconduct, and a recommendation for discipline.
 - c) A copy of the Disciplinary Hearing procedures included in this document.
 - d) The date, time and place of the hearing.
 - e) Whether witnesses are expected to be called at the hearing and a short summary of evidence that may be presented.
 - f) A statement that a hearing is required unless the parent/guardian waives the hearing.
 - g) A statement that at the hearing the scholar is entitled to be represented by an advocate (spokesperson) of her choice, including an attorney if so desired.
 - h) A statement that all parties are afforded an opportunity to present and respond to evidence and to examine and cross-examine witnesses.
- E. Delivery of Notification: The notice of hearing shall be delivered to the scholar and her parent/guardian either in person, by first class mail, certified mail return receipt requested, and/or delivery confirmation, to the last known address of the parent or guardian. If notice is delivered in person, a written confirmation of delivery should be obtained by the person delivering the notice to the parent/guardian. Service shall be deemed to be perfected when the notice is deposited in the United States mail with sufficient postage addressed to the last known address of the parent/guardian.
- F. Continuance: If good and sufficient cause exists, The Principal may reschedule a hearing. Upon rescheduling, The Principal must provide written notice of the rescheduled date and time of the hearing to the scholar's parent/representative/attorney either in person, by first class mail, certified mail return receipt requested, and/or delivery confirmation.
1. The scholar's parent/representative/attorney may request a continuance of the hearing from The Principal.
 2. Continuances should be requested no later than 24 hours in advance of the scheduled hearing date and time.
 3. Extenuating circumstances should be presented to The Principal for approval.
 4. If a continuance is requested or caused by the parent/scholar's representative, the scholar will continue to serve her recommended school level discipline (ISS or OSS) during the time of the continuance and until the hearing is conducted and the Independent Hearing Officer has rendered a decision.
 5. If the continuance requested by parent/scholar's representative requires that the hearing occurs outside the 10-day maximum for suspensions, it is understood that the parent is knowingly

waiving the right to accuse IPA of not following approved due process procedures.

- G. Waiver of Hearing: If the parent/representative/attorney waives the hearing, they may do so by requesting a waiver from The Principal prior to the notified date and time of the hearing. If no waiver request is received, or if the hearing may not be waived by the scholar's parent/representative/attorney, the hearing will be held as scheduled, whether or not the scholar/parent/representative/attorney chooses to participate.
- H. Record of Proceedings
 - 1. A verbatim record of the hearing shall be made and shall be available to all parties upon request. The cost of recording shall be borne by IPA. Parents/scholar's legal counsel may request a copy of the recording. The cost of copies will be borne by the requestor.
 - 2. A written transcript will be prepared by the Independent Hearing Officer if the Board so requests; or if the decision of the Board is appealed to the State Board of Education.
- I. Burden of Proof: The burden of proof is a preponderance of the evidence (more likely than not) and shall be on the school.
- J. Legal Representation/Involvement of an Attorney: If the scholar is represented by an attorney, the Board attorney may be present. The Board attorney shall advise the Independent Hearing Officer as necessary. The scholar/parent/guardian must notify The Principal not less than 48 hours prior to the hearing if the scholar may be represented by an attorney. Failure to give such notice can result in the hearing being continued so the Board's attorney may be present.
- K. Presentation of Evidence: The evidence for the school and scholar/scholar representative (if present) shall be presented to the Independent Hearing Officer. The administrator representing the school, the Board attorney, the scholar's representative, and the Independent Hearing Officer are entitled to question witnesses about any matters which are relevant to the charges against the scholar or the appropriate discipline. The Independent Hearing Officer has the authority to limit unproductively long or irrelevant questioning.
- L. Procedural Objections: Objection to the sufficiency of the notice and/or other procedural objections shall be waived unless written notice thereof is filed with The Principals no less than 24 hours prior to the time the hearing is scheduled to begin. The hearing may be postponed until such defects have been removed or remedied.
- M. Independent Hearing Officer
 - 1. Disciplinary Hearings will be conducted by an Independent Hearing Officer. The Hearing Officer will be approved by the Board but must also be qualified as per the requirements of SBOE rule 160-4-8-.15.
 - 2. The Independent Hearing Officer will serve as the presiding officer(s) and will rule on issues of procedure and admissibility of evidence presented during the hearing.
 - 3. The Independent Hearing Officer, after conducting the hearing and receiving all evidence, shall render a decision based solely on the evidence received at the hearing and shall

determine if the recommendation forwarded by the school will be upheld. If not, the Independent Hearing Officer may recommend other disciplinary action, such as, short-term suspension, long-term suspension, expulsion or no action at all.

- N. Appeals: Any party may appeal the hearing decision to the IPA Board by filing a written notice of appeal within twenty (20) calendar days of the date of decision. The appeal letter should be addressed to the attention of the Chairman of the Board of IPA and delivered to IPA (the letter must be a hard copy; e-mail is not an acceptable format for an appeal letter). The letter should contain specific reasons for the appeal that relate to the procedural or legal violations that require an additional hearing.
1. The IPA Governing Board shall have the authority to suspend the decision of the disciplinary hearing officer during the period of appeal by the scholar to the IPA Governing Board. Upon the appeal of a decision of the Independent Hearing Officer to the IPA Governing Board, the IPA Governing Board will address the appeal at its next called meeting and render its decision within 10 days after that meeting, excluding weekends and public and legal holidays. The decision shall be in writing and a copy shall be provided to the scholar/parent/guardian, and The Principals.
 2. The IPA Governing Board will discuss the appeal in the Executive Session. The parties shall have the right to be represented by legal counsel during the appeal to provide clarification, if needed by the Board, during its review. The IPA Board's review will be based solely on the record and written arguments submitted by the scholar (and family) and The Principals if briefs are submitted. The IPA Governing Board shall not hear any oral arguments as part of any appeal, nor shall it consider any evidence that was not presented at the disciplinary hearing.
 3. The IPA Governing Board may take any action it deems appropriate. Any party may appeal the IPA Governing Board's decision to the State Board of Education pursuant to O.C.G.A. §20-2-1160 (b) through (f) and regulations of the Georgia Board of Education governing such appeals. If an appeal to the State Board is requested, a written transcript of the disciplinary hearing will be prepared and submitted to the State Board as provided in this Rule. The decision of the IPA Governing Board will not be suspended during the State Board appeal period.
- O. Scholars with Disabilities: Nothing in this Code of Conduct shall be construed to infringe on any right provided to scholars pursuant to the Federal individuals with Disabilities Education Act, Section 504 of the Federal Rehabilitation Act of 1973, or the Federal Americans with Disabilities Act of 1990.
1. Any scholar who is receiving special education services or has been identified as a scholar with a disability under the Individuals with Disabilities Act (IDEA) or Section 504 of the Rehabilitation Act, and whose acts are determined by the school Administration

to warrant long term suspension or expulsion, will be scheduled for a disciplinary hearing as per the aforementioned process (which applies to all scholars).

2. Prior to the disciplinary hearing, the disciplinary documentation, and a copy of the scholar's IEP (and other documents relevant to understanding of the scholar's disability) will be referred to the IEP/504 Committee prior to a disciplinary hearing for a Manifestation Determination meeting. The IEP/504 committee is responsible for determining if the scholar's conduct is a manifestation of her disability and whether such conduct warrants a change in placement or amendments to the Individual Education Plan (IEP) or 504 Plan.
3. If the IEP/504 committee determines that the scholar's conduct is a manifestation of the scholar's disability, the school will follow the recommendation of the IEP committee as it pertains to amendments of an IEP or 504 Plan.
4. If the IEP or Section 504 committee determines that the scholar's conduct is not a manifestation of the scholar's disability, the Disciplinary Hearing will proceed as scheduled within 10 days of the Manifestation Determination meeting, and within the parameters stated in this document. The IEP/504 committee will recommend a change of placement to ensure that the student is being served until the date of the Disciplinary Hearing. Nothing in this rule shall alter or adversely affect the rights of scholars with disabilities under applicable federal and state laws.

P. Group Hearing

1. When scholars are charged with violating the same rule(s) and have acted in concert, and the facts are basically the same for all scholars, a group hearing may be conducted for them if The Principal believes that the following conditions exist:
 - a) a single hearing will not likely result in confusion and
 - b) no scholar will have her interests substantially prejudiced by a group hearing.
2. If during the disciplinary hearing, the Independent Hearing Officer finds that a scholar's interests will be substantially prejudiced by the group hearing, they may order a separate hearing for that scholar.
3. Any scholar's objections to participation in a group hearing should be in writing and received by The Principal no less than 48 hours before the hearing.

XIV. Discipline and Individuals with Disabilities Education Act (I.D.E.A)

- A. Scholars with disabilities have the same rights and responsibilities as other scholars and may be disciplined for the same behavioral offenses as listed above.
- B. If a scholar with disabilities has an IEP that includes disciplinary guidelines, then that scholar will be disciplined according to those guidelines as required by I.D.E.A. Scholars for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policy listed above.

DRESS CODE

- I. To eliminate one of the distractions associated with traditional learning environments, IPA has adopted a Uniform Policy. The purpose of the Uniform Policy is to eliminate potential preoccupation with fashion while maintaining an environment that promotes uniformity, safety and prepares our scholars for college and the professional norms of the 21st-century workforce.
 - A. Note 1: Parents should reference the uniform policy on the school website for specific details. Information posted will represent the most up-to-date information on uniform requirements and expectations. Parents and scholars will be held accountable for all updates to the below expectations that are posted to the IPA website.
 - B. Note 2: Parents should inform IPA staff in advance if they have any issues, concerns, difficulties with securing the appropriate uniform items prior to enrollment.
 - C. Alternative Dress Code Accommodations
 1. This procedure recognizes that some religious or cultural beliefs/practices require an alternative or modified dress code. If a modification to the uniform requirements or an alternative dress code is required for a scholar based on religious or cultural beliefs/practices, it is the responsibility of the parent to submit documentation to the school of the request for a dress code accommodation.
 2. Failure to submit documentation may result in disciplinary action because of an infraction to the dress code due to a lack of communication from the parent/guardian to the school. When documentation is received from the parent, classroom teachers are only notified that a scholar has an alternative or modified dress code for religious accommodations.
 3. Other religious accommodations may include, but are not limited to, respect of cultural fasting, and providing a safe and secure area for praying. It is the responsibility of the parent to submit documentation to the school regarding the aforementioned accommodations.
 - D. Guidelines for Uniforms
 1. Uniforms should be clean and neat at all times.
 2. Hair must be neat, clean, and well groomed with no “unnatural” colors *i.e. fluorescent, purple, blue, pink, bright green, orange, etc.*
 3. Parents must send a written note to the homeroom teacher if the scholar is out of compliance due to an unforeseen circumstance.
 4. Jewelry & Accessories
 - a) Scholars are allowed to wear one set of earrings, one ring, one necklace, one bracelet, and one watch. Jewelry must be modest.
 - b) Only hair accessories and jewelry that are silver, gold, or matches the uniform can be worn.
 - c) Earrings and necklace charms should be the size of a quarter or smaller or no longer than 1 inch.
 - d) Scholars are not allowed to wear hats, caps, bandanas, sunglasses, hoods, or clothing tied around the waist or

neck, unless it is for religious, cultural, or disability reasons. This information must be disclosed to the school in advance.

5. Sweaters & Jackets

- a) Scholars may wear solid white, black, navy blue or hunter green sweaters and jackets of full length, without patterns or logos of any kind.
- b) No pullovers, hoodies, and leather or jean materials are allowed.
- c) Scholars should be aware that they will not be allowed to wear winter coats inside of the building and should plan to remove coats upon entry.

E. Uniforms will be checked daily.

1. Parents must send a written note to the homeroom teacher if the scholar is out of compliance due to an unforeseen circumstance in order to be excused from receiving a demerit on that day.
 - a) Repeated violations of the uniform policy may result in further disciplinary action

LOWER ACADEMY UNIFORMS (K-4th)

FIRST DAY OF EACH WEEK-PROFESSIONAL ATTIRE (K-4TH) REQUIRED

SKIRT	Plaid Skirt
SHIRTS (3-5)	White Short Oxford Sleeve OR Long Sleeve Oxford Cloth Shirt w/ Logo
SHIRT (K-2)	Peter Pan Shirt
CROSS TIE	Plaid Cross Tie
SOCKS	White Knee High Socks
SHOES	Black Mary Jane Shoes
Navy or White Hijabs WITHOUT rhinestones with professional attire	

TUESDAY-FRIDAY (K-4TH) REQUIRED

BOTTOMS	Khaki Pleated or Flat Front Slacks or Khaki Skirt
KNIT SHIRT	Teal or Yellow Gold Polo Short Sleeve or Long Sleeve Knit Polo Shirt w/ School Logo
BELT	Black or Brown Belt
SOCKS	White Knee Socks
SHOES	SOLID White or Black Tennis Shoes and/or Sperry's

FRIDAY DRESS-SPIRIT DAY (OPTIONAL) If scholars are not in spirit dress, they should be in polos and khakis

BOTTOMS	Khaki Pleated or Flat Front Slacks or Khaki Skirt or Jeans w/ rips or holes
SPIRIT SHIRT	Ivy Spirit Shirts or College Shirts
BELT	Black or Brown Belt
SOCKS	White Socks
SHOES	Any shoes of their choice; Open toe shoes are NOT permitted

UPPER ACADEMY UNIFORMS (5th-8th)

FIRST DAY OF EACH WEEK-PROFESSIONAL ATTIRE (5th - 8th) REQUIRED

SKIRT	Plaid Skirt
SHIRTS	White Short Sleeve Oxford Shirt w/Logo OR Long Sleeve Oxford Cloth Shirt w/ Logo
BLAZER	Hunter Green Blazer w/ Embroidered School Crest

CROSS TIE	Plaid Cross Tie
SOCKS	White Knee High Socks
SHOES	Black Mary Janes or Sperrys
Navy or White Hijabs WITHOUT rhinestones only	

TUESDAY-FRIDAY (5-8) REQUIRED

BOTTOMS	Khaki Pleated or Flat Front Slacks or Khaki Skirt
KNIT SHIRT	Kelly Green or Orange Polo Short Sleeve or Long Sleeve Knit Polo Shirt w/ School Logo
BELT	Black or Brown Belt
SOCKS	White Knee Socks
SHOES	SOLID White or Black Tennis Shoes and/or Sperry's

FRIDAY DRESS-SPIRIT DAY (OPTIONAL) If scholars are not in spirit dress, they should be in polos and khakis

BOTTOMS	Khaki Pleated or Flat Front Slacks or Khaki Skirt or Jeans without rips or holes
SPIRIT SHIRT	Ivy Spirit Shirts or College Shirts
BELT	Black or Brown Belt
SOCKS	White Socks
SHOES	Any shoes of their choice; Open toe shoes are NOT permitted

Slides, sandals, open toe shoes and colored shoes outside of black and brown will not be permitted at school. Scholars may NOT wear jumpers to school. This is not a part of the school's uniform. SHORTS ARE NOT PERMITTED AT SCHOOL

ANNUAL PARENT RIGHT TO KNOW LETTER

July 29, 2024

Dear Parent(s)/Guardian(s):

In compliance with the requirements of the Every Scholars Succeeds Act, Ivy Preparatory Academy would like to inform you that you may request information about the professional qualifications of your scholar's teacher(s) and/ or paraprofessional(s). The following information may be requested:

- Whether the scholar's teacher—
 - has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - is teaching in the field of discipline of the certification of the teacher.

- Whether the scholar is provided services by paraprofessionals and, if so, their qualifications.

If you wish to request information concerning your scholar's teachers' qualifications, please contact Ms. Zinta Perkins, Director of Federal Programs by phone at (404) 622- 2727.

Scholars Today. Sisters Forever,



Charcia M. Nichols, Ed. D.
Executive Director

ANNUAL NOTIFICATION OF PROGRAMS FOR SCHOLARS WITH DISABILITIES UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973 AND THE AMERICANS WITH DISABILITIES ACT OF 1990

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prohibit discrimination against persons with a disability in any program receiving federal financial assistance.

Section 504 defines a person with a disability as anyone who . . .

Has a mental or physical impairment which substantially limits one or more major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, sleeping, standing, lifting, reading, concentrating, thinking, communicating, helping, eating, bending, or operation of a bodily function.

Ivy Preparatory Academy has the responsibility to provide accommodations and services to eligible individuals with disabilities. Ivy Prep acknowledges its responsibility under Section 504 to avoid discrimination in policies and practices regarding its personnel and scholars. No discrimination against any person with a disability shall knowingly be permitted in any program or practice in the school.

Notification of Non-Discrimination under Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975.

Ivy Preparatory Academy does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Ms. A. Harris-Title IX Coordinator for Scholars
Assistant Principal aharris@ivypreacademy.org

Mrs. C. Holt-Title IX Coordinator for Staff
Principal cholt@ivypreacademy.org

NOTIFICATION OF RIGHTS UNDER FERPA FOR SCHOOLS PROCEDURES

The Family Educational Rights and Privacy Act (FERPA) affords parents and scholars who are 18 years of age or older ("eligible scholars") certain rights with respect to the scholar's education records. These rights are:

1. The right to inspect and review the scholar's education records within 45 days after the day the Ivy Preparatory Academy receives a request for access.
2. Parents or eligible scholars who wish to inspect their scholar's or their education records should submit to the Assistant Principal or appropriate school official a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible scholar of the time and place where the records may be inspected.
3. The right to request the amendment of the scholar's education records that the parent or eligible scholar believes are inaccurate, misleading, or otherwise in violation of the scholar's privacy rights under FERPA.
4. Parents or eligible scholars who wish to ask Ivy Preparatory Academy to amend their scholar's or their education record should write the Assistant Principal, or appropriate school official, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible scholar, the school will notify the parent or eligible scholar of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible scholar when notified of the right to a hearing.
5. The right to provide written consent before the school discloses personally identifiable information (PII) from the scholar's education records, except to the extent that FERPA authorizes disclosure without consent.
6. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in Ivy Preparatory Academy's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board.
7. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or scholar volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, scholar, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a scholar seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the scholar's enrollment or transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or scholar of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible scholar.]

The right to file a complaint with the U.S. Department of Education concerning alleged failures by Ivy Preparatory Academy to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

**Scholar Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202**

FERPA permits the disclosure of PII from scholars' education records, without consent of the parent or eligible scholar, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible scholar, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible scholars have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a scholar without obtaining prior written consent of the parents or the eligible scholar

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the scholar seeks or intends to enroll, or where the scholar is already enrolled if the disclosure is for purposes related to the scholar's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2)) · To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible scholar's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the scholar has applied or which the scholar has received, if the information is necessary for such purposes as to determine

eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))

- To state and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the scholar whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer scholar aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible scholar if the scholar is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local scholar welfare agency or tribal organization who is authorized to access a scholar's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the scholar in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Scholar Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

If you do not want IPA to disclose any or all of the types of information designated below as directory information from your scholar's education records without your prior written consent, you must notify IPA in writing within 10 days of their enrollment. IPA has designated the following information as directory information: [Note: an LEA may, but does not have to, include all the information listed below.]

- Scholar's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams\
- Honors and/or awards received
- The most recent educational agency or institution attended

- Scholar ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user

STATEMENT OF NON-DISCRIMINATION

Equal Opportunity Employment

Ivy Preparatory Academy is an equal opportunity employer and complies with all applicable federal or Georgia laws. Ivy Preparatory Academy strictly prohibits discrimination on the basis of race, creed, color, national origin, religion, sex, age, genetic information, service in the uniform services or disability in any aspect of the employment process, including but not limited to applications, advertisements, hiring, transfer, discipline, compensation or termination/nonrenewal.

Equal Educational Opportunities

Ivy Preparatory Academy shall maintain its educational programs in compliance with all laws relating to non-discrimination. Procedures shall be established and personnel appointed within the school to deal with scholar and parent concerns relative to the requirement of non-discrimination. No person shall be discriminated against because of race, creed, color, national origin, religion, sex, age, or disability.

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

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

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

1. Political affiliations or beliefs of the scholar or scholar’s parent;
2. Mental or psychological problems of the scholar or scholar’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the scholar or scholar’s parent; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a scholar out of –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a scholar, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from scholars for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from scholars for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, scholars or educational institutions.)

Inspect, upon request and before administration or use –

1. Protected information surveys of scholars and surveys created by a third party;
2. Instruments used to collect personal information from scholars for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

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

Ivy Preparatory Academies has developed policies, in consultation with parents, regarding these rights, as well as arrangements to protect scholar privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

Ivy Preparatory Academies will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Ivy Preparatory Academies will also directly notify, such as through U.S. Mail or email, parents of scholars who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. Ivy Preparatory Academies will make this notification to parents at the beginning of the school year. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

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

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

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

REPORTING ACTS OF SEXUAL ABUSE OR SEXUAL MISCONDUCT

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

The following is the reporting process:

- A. Any scholar (or parent or friend of a scholar) who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other School District employee is urged to make an oral report of the act to any teacher, counselor or administrator at her school.
- B. Any teacher, counselor, volunteer or administrator receiving a report of sexual abuse or sexual misconduct of scholar by a teacher, administrator, or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal’s designee, and shall submit a written report of the incident to The Principal or Assistant Principal within 24 hours. If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the superintendent or the superintendent’s designee.
- C. Any administrator receiving a report of sexual abuse as defined in O.C.G.A. § 19-7-5 shall make an oral report immediately to the school’s counselor, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The school social worker’s Child Protection Report may be submitted via telephone, fax, or in written form (preferred method for the school district is written report) to a child welfare agency providing protective services, as designated by the Department of Human Services, or, in the absence of such agency, to an appropriate police authority or district attorney.

Reports of acts of sexual misconduct against a scholar by a teacher, administrator, or other employee not covered by O.C.G.A. § 19-7-5 shall be investigated immediately by school or system personnel. To protect the integrity of the process and to limit repeated interviews with the scholar, the designated system personnel is required to take a written statement from the scholar prior to any other person. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, The Principal or designee shall make an immediate written report to the designated Assistant Principal, School Resource Officers, and Principal. The Executive Director and the Professional Standards Commission Ethics Division must also be notified of any validated acts of sexual misconduct. Please contact **Ms. Amanda Harris, Title IX Coordinator for Scholars** at aharris@ivyprepacademy.org

Chart of Responsibilities for Responses to Civil Rights Concerns

Policies/Rules require full compliance with all federal and state non-discrimination laws, including:

- Title VI and VII of the Civil Rights Act of 1964, along with Title IX of the Educational Amendments of 1972
- Age Discrimination and Employment Act (ADEA)
- Age Discrimination Act (Age Act) of 1975, 42 U.S.C. Sections 6101, et seq., 34 C.F.R. Part 110
- Americans with Disabilities Act of 1990 (ADA, Title II)
- Section 504 of the Rehabilitation Act of 1973
- Public Law 101-476, Individuals with Disabilities Education Act (IDEA)

These laws prohibit, and Ivy Preparatory Academy forbids discrimination on the basis of race, color, sex (including pregnancy and related conditions), religion, national origin, age, military status, disability, or any other legally protected status in all District programs and activities. This includes school academic, extracurricular, athletic, Homeless Education Programs pursuant to the McKinney-Vento Act, and other school programs, as well as during field trips, and in school classes or training programs that take place off school grounds. Sexual harassment of scholars is a form of sex discrimination prohibited by Title IX. The school is committed to upholding these laws and takes discriminatory behaviors seriously.

Below is a list of individuals designated to handle inquires or concerns regarding the school's non-discrimination policies/rules. Alternatively, a parent or scholar may contact the Assistant Principal or The Principals to share concerns.

Discrimination complaints may also be filed directly with:

The Equal Employment Opportunity Commission
Sam Nunn Atlanta Federal Center
100 Alabama Street, SW, Suite 4R30 Atlanta, Georgia 30303

The U.S. Department of Education Atlanta Office For Civil Rights
61 Forsyth St. S.W., Suite 19T70 Atlanta, GA 30303-3104

Parents, please be sure to read the attached policies.

[Parent Bill of Rights](#)

[Protect Students First](#)

[Divisive Concepts](#)

[Scholar Code of Conduct](#)

[Volunteer](#)

ATTENDANCE POLICY

****PARENT ACKNOWLEDGEMENT****

As a parent, guardian, or person in control or charge of this scholar, I acknowledge that I have received and read the above two paragraphs pertaining to Georgia law regarding school attendance of scholars between the ages of six and sixteen.

Parent/Guardian's Name _____

Parent/Guardian's Signature _____

Scholar's Name _____

Date _____

In order for a scholar to benefit from the educational opportunities provided by the school, attendance is of the utmost importance. A relationship between success at school and consistent attendance exists. Your adherence to the attendance policies and procedures will enable you to have greater success as a scholar.

Classroom teachers will check attendance every period and report absentees to the attendance officer. An absentee list will be published each day, and parents will be contacted to verify reasons for absences. **IT IS THE SCHOLARS' RESPONSIBILITY TO BRING WRITTEN EXCUSES FROM PARENT/GUARDIAN, MEDICAL OR GOVERNMENTAL AUTHORITY WITHIN TWO DAYS OF THEIR RETURN TO SCHOOL. Parent notes for illness will be limited to five for the year.**

An absence will be treated as excused for the following reasons:

- Scholar illness that would endanger the scholar's health or the health of others
- Serious illness or death in the scholar's immediate family or family emergency
- Scheduled medical, dental or eye examination
- Special and recognized religious holidays observed by the scholar's faith
- Order of a government agency
- Attendance on a trip or event having significant educational value as pre-approved by the school administration
- Inability to attend school due to weather or conditions making school attendance impossible or unreasonably hazardous

FAMILY HANDBOOK ACKNOWLEDGEMENT FORM

2024-2025

I hereby acknowledge and accept the conditions set forth in this Ivy Prep Family Engagement Contract. I have received and read a copy of Ivy Prep's Parent and Scholar Handbook, as well as the Notification of Rights under the Protection of Pupil Rights Amendment (PPRA), Notification of Rights under FERPA, Notification of Programs with Scholars with Disabilities Under Section 504 of the Rehabilitation Act, as well as Notification of Non-Discrimination under Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975. I, along with my scholar(s) understand the rules, regulations, and procedures of the school and further understand that information and policies in this handbook may be updated at any time, as the Ivy Prep administration may deem necessary.

**THIS ACKNOWLEDGEMENT IS TO BE COMPLETED BY CLICKING [HERE](#). YOUR
ACKNOWLEDGEMENT IS REQUESTED BY SEPTEMBER 30TH**

IVY PREPARATORY ACADEMY'S GOVERNING BOARD POLICIES

[Parent and Scholar](#)

Please click on the links below to view each policy. The policies are also listed on the Ivy Preparatory Academy website under the governing board tab.

[Scholar Code of Conduct](#)

[Curriculum Policy](#)

[Grievance/Complaint Procedures](#)

[Instructional Programs/Inclement Weather](#)

[Scholar/ELL Services](#)

[Scholar 504 Accommodations](#)

[Administration of Medication](#)

[Hospital and Homebound](#)

[Special Education Services](#)

[Scholar/Technology Use](#)

[Scholar/Cell Phone Use](#)

[Services for Homeless Scholars and Youth](#)

[Diabetes Information](#)

WHO DO I SEE FOR WHAT?

Subject/Question	Specifically	Primary Contact	Department
Academics	Lower & Upper Academy	Lower-Harris, A. Upper-Green, K.	Academics
Athletics	Athletic Teams	Bosby, V.	Academics
Attendance	Monitoring Excuse Notes Tardy Reception & Recording	Karim, A.	Operations
Volunteer Opportunities	Background Checks	Craig, A.	Fed. Programs
Cafeteria	Breakfast & Lunch Service	K. Hardeman	Operations
Child Abuse/Neglect	Lower & Upper Academy	N. Austin (K-2) K. Floyd (3-8)	Academics

Clean Ups	Main Campus Parking Lot Playground	Stroud, T.	Operations
Communications	Web/Social Media Communication Community Newsletter Marketing/Promotional Items	Marketing@ivyprepacade my.org	Office of Executive Director
	Parent Communication Parent Ambassador	Craig, A.	
	Fundraising Grants	Nichols, C.	
	Partners (Corporate, etc.)	Nichols, C.	
	Ivy Strong Campaign Alumni Relations	Nichols, C.	
	Community Meetings & Events	Nichols, C.	
	Photos	Marketing@ivyprepacade my.org	

Computers	Lower & Upper Academy	Stroud, T.	Operations
Connections Classes - Art, Theatre, Dance, P.E	Fine Arts	Williams, C.	Academics
Counseling	College & Career Preparations High School Transition Upper Academy Transition	Floyd, K.	Academics
Curriculum Night	Math Night, Literacy Night	Holt, C. Merideth, P.	Academics
Discipline	Incidents	Assistant Principals	Academics
Dismissal Changes	Transportation Changes	Transportation Ivy transportation@ivyprepac ademy.org	Operations
Enrollment/ Withdrawal	New Scholar Wait List Tours Personal Record (PR) Folders Withdrawals	Mustafa, N.	Admissions
	Lottery Process	Jones, M.	

Facilities Request	Repairs & Replacement Furniture & Fixture Requests Furniture Movement & Set Up	Stroud, T. Jackson, T.	Operations & Facilities
	Parking	Officer Thompson	
	Pest Control Building Condition Grounds Condition	Lewis, B.	Facilities
Field Trip Chaperones	Training	Craig, A.	Federal Programs
Field Trip Logistics	Bag Lunches	Hardeman, K.	Nutrition
	Transportation Trip Fees	Jackson-Jones, P.	Finance
Field Trip Requests	Logistics	Jackson, T.	Operations
Grounds Upkeep		Lewis, B.	Facilities
Digital Learning Days	Activities	Holt, C.	Academics
Parent & Family Engagement	Parent Engagement Parent Liaison (Title I) Parent Volunteers Housing Partners	Craig, A.	Federal Programs

	PLO	TBA	TBA
	Transitional Housing	Craig, A.	Federal Programs
Professional Qualifications (Staff)		Perkins, Z.	Federal Programs
State Testing	Program & Requirements Logistics	Floyd, K.	Academics
Reception/Office Support	Office Supply Inventory	Karim, A.	Operations
	Mail Sort & Distribution Phone Triage & Messages Walk In Triage & Messages Tardy Reception & Recording Visitor & Volunteer Reception	Karim, A.	Operations
Report Card	Receipt of Report Card	Mustafa, N.	Admissions
	Grades	Jones, M.	Admissions
	Grades (Input/Processing Changes)		Admissions

School Events	Promotion	Grade Level Chairs	Academics
	New Scholar Ceremony	Administrators	
	Meet & Greet	Craig, A.	Academics
	Awards Day	Grade Level Chairs	Academic
Security	School Resource Officers	Officer Jones	Facilities
	Security Policies & Procedures		
	Daily Security		
Special Education	Scholars with Disabilities	Harris-Harvey, P.	Academic
	Educational Testing		
	Child Find		
Staff Demographic Data	Percentage of ethnic groups	Jones, M.	Admissions
STEAM	STEAM Certifications	Holt, C.	Academics
Scholar Activities		Assistant Principals	Academics
Scholar Clubs	Various types		

Scholar Progress	Retention	Barlow, A., Barr, T. & Ross, M. (EIP) Austin, N. & Hart, K. (REP)	Academics
	Response to Intervention/Scholar Support Team		
	Early Intervention Program (EIP) K-5 Remedial Education Program (REP) 6-8		
	Testing Results	Floyd, K.	Academics
Scholar Records	Records Request	Mustafa, N. & Jones, M.	Admissions
	Infinite Campus		
	Grade Change Requests Grades (Input/Change Processing)		
	Transcripts		
	Attendance Verification		
	Legal Documents		
Technology Request		Stroud, T.	Technology
	Georgia Milestones	Floyd, K.	Academics

Testing	iReady	Hardy, K. & Ross, M.	Academics
	Illuminate	Holt, C.	
	Gifted/ESOL	Heath, R.	
	MAP	Heath, R.	
Title I	Parent Compact	Craig, A.	Federal Programs
	Schoolwide Plan	Perkins, Z.	Federal Programs
	Budget		Finance
Transportation	Field Trips	Jackson, T.	Operations
	Bus Routes		
	Special Events		
Parent Square	Login or Usage	Stroud, T.	
Trash Removal		Lewis, B.	Facilities
Uniform Bank		Craig, A.	Federal Programs
Weather & Other Environmental Conditions	Forecast & Current Conditions	Stroud, T.	Operations
	Campus Conditions		
	School Closures/Delays		