

ATLANTA GIRLS' SCHOOL
Community Handbook
2017-2018

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ATLANTA GIRLS' SCHOOL OVERVIEW

Mission Statement

Inspiring Girls to Lead Lives of Purpose

Vision Statement

Atlanta Girls' School is committed to helping girls and young women develop their fullest potential intellectually, physically, socially, emotionally, and spiritually. The school provides a safe, ethics-based environment, where community members encourage and support one another, respect one another's unique talents and interests, and recognize and accept cultural, racial, religious, and economic backgrounds that may be different from their own.

The aim of the school is to prepare students not only for college but also for lifelong learning. By providing a curriculum that is strong in the arts and humanities and in math, science, and technology, the school will help girls and young women become equipped to meet the challenges, demands, and opportunities of the future. Students will develop strong cognitive skills that can be applied to problems that are mathematical, scientific, artistic, social, moral, ethical, or personal. These skills, learned in an intellectually stimulating and emotionally nurturing atmosphere, allow students to gain confidence, discipline, and courage and enable them to grow into resilient, responsible, and productive community leaders. The school will provide two immediate and integral links to the outside community: 1) where leaders serve as mentors to girls and 2) where every girl provides service to others.

At every grade level, students will work closely with their teachers, parents, and mentors to make sure educational needs are met and individual objectives are reached. But the ultimate goal is for each girl to leave the school knowing that she is responsible for herself. Building on a solid academic base and on the knowledge that her uniqueness is appreciated and valued, she will have learned to trust her own judgment, to believe in herself, and to have confidence in her future decisions and choices.

AGS History

In August of 1997, research began on the feasibility of establishing a new single-gender educational option for girls in Atlanta. Even though single-gender independent school education is common in cities as diverse from one another as Memphis and Pasadena or New York and Tacoma, school founders Emily Ellison and Brooke Weinmann set about reintroducing this construct to the Atlanta scene.

From that start in the summer of 1997, Ellison was relentless. Not a week passed without visiting community and other leaders, without identifying new people to add to the effort, and without learning the "industry" and the players. In 1998, Ellison was introduced to Brooke Weinmann, and together they packed their calendars with meetings, worked on a business plan, formed a Board of Trustees, and started fund-raising. On March 29, 1999, founding Head of School Patricia Crone was selected, and the pace of work accelerated. In April 2000, the first set of acceptance letters hit the mailboxes of students, and in June, all faculty positions had been filled.

On August 28, 2000, the school opened its doors to students in grades six through nine, and Atlanta Girls' School became a reality. In each of the next three years, an additional grade was added so that by the start of school in August 2003, the school opened its doors to a full complement of students, grades 6 through 12. In June of 2004, the first group of girls walked across the stage to accept their diplomas, and the first graduation at AGS was in the history books. AGS now has a thriving student body of over 200 students.

AGS founders were concerned not just with creating an environment where girls could thrive, but also with establishing an environment that was nonsectarian, nondiscriminatory, and ethics-based. They had the wisdom and vision to see that promoting a religiously, racially, culturally, and socioeconomically diverse student body is key to having an optimal learning environment, an environment that fosters community membership and responsibility—

whether defined locally or globally. Only in such an environment can each student develop into a citizen prepared to function in and contribute to her community.

Now in its second decade, AGS continues rich traditions and its legacy of key signature programs, strong college admissions, strong commitment to community, and strong belief of the importance of an all-girls' education.

Founders' Charge

All of life is school; therefore, be in attendance daily.
Choose wisdom, generosity, and kindness as your teachers.
Judge tenderly and be forgiving; everyone else is learning too.
During the leaden hours of loss or failure,
Ask others for help and help those whose suffering is greater.
During the bright moments of success or celebrity,
Say thank you and wield your power with compassion and humility.
All of life is journey; therefore, pack lightly and travel broadly.
Choose courage, integrity, and wonder as your companions.
Along the way, unload yourselves of fears and hubris.
Find work that profits your souls and gives you purpose.
Leave each corner of the world better than the way you found it.
Keep your hearts soft and your minds open.
Listen. Ask questions. Be bold. And wed yourselves to joy.

Written by Emily Ellison, Atlanta Girls' School co-founder, on the occasion of the school's first commencement ceremony.

Philosophy and Core Values

Atlanta Girls' School is a first-tier, college-preparatory, independent school built on the long history and well-developed educational methods of the best girls' schools in the country. AGS uses innovative teaching methods—designed specifically for girls—that instill the knowledge, skills, and strengths of character needed for tomorrow. AGS girls learn to take appropriate risks, to be fearless leaders, to give back to their communities, and to be personally confident in all they do.

Some of the best-known female leaders in the country attended girls' schools and women's colleges. Students at Atlanta Girls' School follow in the finest traditions of these schools. Building on years of neurobiological, psychological, and physiological research, AGS balances tradition with innovation and structure with freedom, using the learning processes and teaching methods proven best for girls. Here, girls are treated as individuals in a setting where they cannot be lost, where each girl's hopes and learning needs are treated separately. Girls learn traditional academic disciplines, but they also learn to take risks, trust their voices, and compete in the larger world. While our approach is always caring, AGS holds each girl to high expectations so that she may grow to achieve her own form of excellence, conquering her fears and transforming them to strengths. Teachers at Atlanta Girls' School build student-centered classrooms where students are encouraged to question, to work both collaboratively and independently, and to create.

Students at Atlanta Girls' School are expected to conduct themselves in a manner that fosters their own personal growth and maintains strong community values. These expectations are defined as AGS's core values:

Responsibility
Respect
Community
Safety
Integrity and Honesty

Each student is personally responsible for her contribution to the total community's social, emotional, and intellectual well-being. Each community member is aware of her impact on the whole community. For this reason the girls are encouraged to reflect on their actions, to self-monitor, and to be a positive influence on their peers. Atlanta Girls' School students should aim to attain positive interpersonal interactions showing good citizenship, courtesy, and fairness. Each student should strive to embody high standards in scholarship, decorum, and service.

Atlanta Girls' School fosters respect for individual differences and acceptance of personal values. The common goals of excellence and cooperation produce a relationship of trust and support among all members of the community.

Portrait of an AGS Graduate

The purpose of the educational program at Atlanta Girls' School is to instill in students the strengths of character, competence, and reflection needed for its students to lead full and productive lives and to be responsible citizens, ready to face the challenges the world will present. Together these characteristics paint the Portrait of an AGS Graduate. The Portrait guides our work and informs how we evaluate and structure our programs.

Character An Atlanta Girls' School graduate will be:

- Authentic—becomes fully one's self and fearless
- Compassionate—serves for the benefit of others
- Resilient—possesses courage and leads with confidence
- Ethical—acts with honor and integrity
- Generous—practices giving with a gracious attitude

Competence An Atlanta Girls' School graduate possesses:

- Logic and Creativity—solves problems thoughtfully
- Communication Skills—speaks publicly with confidence; expresses herself through writing
- Cultural Intelligence—understands global perspectives and values
- Collaborative Solutions—works effectively with others of diverse backgrounds
- Discernment and Prioritization—makes good decisions, personally and academically

Reflection An Atlanta Girls' School graduate is:

- Self-aware—understands the power and responsibility of her own voice
- Adaptive—persists and finds success with flexibility
- Responsive—advocates with an open mind and a willingness to try
- Empathetic—cares deeply for others
- Healthy—exercises good choices for mind, body, and relationships

The AGS Commitment

Independent schools such as Atlanta Girls' School are amazing places for children and their families to come together for education and community. AGS, in seeking to foster the full potential of each student, relies on having a community based on independence and interdependence, inclusivity and innovation. Free from government control and governed by an independent Board of Trustees, an independent school has the ability to be creative, to change focus as the world demands, and to provide a community founded on shared values and beliefs. AGS is such a school.

As an independent school, AGS promises its students and families to bring its mission and philosophy to life through action; at the same time, AGS has expectations for the families in our community.

AGS promises to...

- Treat its students and families with care, concern, and respect, always trusting, giving the benefit of the doubt, and being prompt and courteous;
- Work in partnership with families for the betterment of each student while acknowledging and honoring families' beliefs and preferences within the shared values and beliefs of the community;
- Be open and honest and to communicate with families fully in a timely manner;
- Welcome students and families to be an active part of its community, and to invite and encourage participation in activities of all types beyond the classroom;
- Do our very best for each student, partnering with her family and treating her as an individual with individual needs;
- Be aware of and appropriately implement best practices for the education of each student;
- Respect each family's time and treasure while needing and seeking support through both; and
- Acknowledge that we are all human and make mistakes, and to forgive and to move on when mistakes happen.

And AGS expects families to...

- Treat the faculty, staff, and other families with care, concern, and respect, always trusting, giving the benefit of the doubt, and being prompt and courteous;
- Work in partnership with the school for the betterment of their daughters, supporting AGS policies and procedures;
- Acknowledge that we are all human and make mistakes, and to forgive and move on when mistakes happen;
- Fulfill their commitments to the school—monetary and other—on a timely basis;
- Support the school with contributions of time by attending and volunteering at functions, providing their skills when they can help the school, volunteering freely, stepping up when asked to do so, and speaking out in support of the school in their various communities; and
- Support the school monetarily beyond tuition in a way that is appropriate for them. Tuition dollars cover notably less than all of the cost of an AGS education. Parents and other community members must make up the difference. Even a small contribution to the Annual Fund shows potential outside donors that we are a community committed to one another.

Abiding by these guidelines deeply enriches an independent school community—students, faculty, staff, parents, grandparents, and friends.

Community Membership Trust Agreement

The Community Membership Trust Agreement (CMTA) was developed by a group of faculty and students during the 2002-2003 school year. Each year, AGS students are asked to review the agreement and affirm their commitment to abide by it. This trust agreement contains the heart of our expectations for student behavior. Violations of this agreement have consequences, including withdrawal of privileges or opportunities to participate in extracurricular activities, suspension, or, ultimately, dismissal.

At Atlanta Girls' School, we are members of a community. Thus, while accepting and celebrating our differences, we have a common code of behavior. This agreement allows us to live in trust within our community since we are aware of what to expect of each other.

Code of Behavior

At AGS, we work together to help each other and our school. Everyone in the community seeks to be respectful, respected, and responsible. We express our respect through kindness and politeness to each other. Our attitude toward each other is inclusive, welcoming, and sisterly, and our interactions demonstrate a high level of cooperation, care, and compassion. We strive to act and to speak honorably and honestly.

While we are a community that values teamwork, we also respect each other's privacy and personal property. We consider personal property to include feelings of self-esteem and positive identity. Though we are not ultimately responsible for the feelings of self-esteem and positive identity of our peers, we are considerate of them. We understand that in a community, we sometimes have to put the needs of others before our own immediate impulses. We try hard for the ideal, but we are a safe and forgiving place, encouraging to those who occasionally make mistakes. We are responsive to apologies; however, we expect individuals to take responsibility for what they say and do, just as we expect ourselves to follow through on what we say we will do.

We exercise care for our community, our physical environment, and ourselves. This insures a good learning environment and is as important as academics, athletics, and activities in making AGS the place we want it to be.

Honor Pledge

As a member of the AGS community, I pledge to maintain a high level of respect and integrity as a student representing Atlanta Girls' School. I will not lie, cheat, steal, plagiarize, or be complicit with those who do. I will encourage fellow students who commit these honor offenses to acknowledge such offenses to the teachers, and I understand that allowing an offense to go unreported is a violation of the CMTA. I make this pledge in the spirit of honor and trust.

Important Symbols and Traditions at Atlanta Girls' School

School Seal

The Atlanta Girls' School Seal was created for the school upon its founding. In it, a woman clad in a classical toga sits with an hourglass at her feet, holding a laurel branch in one hand and a globe in the other. The colors in the seal reflect the original school colors: sky blue and earth brown. This image symbolizes the importance of being firmly planted on the ground and in the world while also reaching for new heights.



Laurel Branch

The laurel branch is found in the school logo and on all uniforms and spirit wear. This image is derived from the original school seal and symbolizes the value of scholarship and the commitment to academic excellence at Atlanta Girls' School.

School Colors

The school's colors are gold and navy blue. These colors are reminiscent of the school's original colors and continue to symbolize earth (gold) and sky (blue).

Earth and Sky

The entire AGS community is divided into two teams, Earth and Sky. The divisions reflect the images in the seal, symbolizing the importance of reaching for the sky while staying grounded to the earth. From the moment a student steps on campus, she belongs to one of these teams. The teams participate in a yearlong friendly competition designed to foster school spirit and pride in the AGS community, and the competition culminates with Horizon Day in the spring. Both the Earth and Sky teams have a senior "Goddess" who is elected every spring, and she acts as the spirit leader for her team during her senior year.

Horizon Day

Horizon Day is a day of indoor games and outdoor activities. Both Earth and Sky teams are divided into smaller "families," and these families compete against each other. By the end of the day, the winner of the spirit competition for the school year is crowned, and the Spirit Stick is awarded to the winning team and winning Goddess.

Lavaliere Ceremony

At the beginning of each school year, an AGS lavalier is given to each new Upper School student. The lavalier, imprinted with the AGS laurel branch, celebrates and recognizes the transition from Middle School to Upper School. Most AGS students proudly wear their lavalieres throughout the school year.

Moving Up Ceremony

On the final day of the school year, after graduation has taken place, students and faculty gather to celebrate "Moving Up." The faculty processes carrying bunches of wildflowers and is followed by the student body. Once each class has presented its gift to the school, each Grade Level Dean speaks about the respective class and invites the class members to "move up" to their new seats. Beginning with the rising seniors and culminating with the rising seventh graders, the move to their new seats symbolically and physically makes way for welcoming a new sixth grade class into the AGS community. At the end of the ceremony, each student is given a single wildflower, symbolizing her individuality, uniqueness, and talents with which she can take on the world.

Schedule

Each girl will be scheduled for seven class periods that rotate and meet three times per week as indicated on the weekly schedule below. School begins promptly at 8:00 a.m. on Monday, Tuesday, Wednesday, and Thursday. Students should be in their first block class and ready to begin work at 8:00 a.m. sharp to avoid being counted tardy. On Friday, school begins at 9:00 a.m. Students may arrive as early as 7:15 a.m. each day, including Fridays. Middle School students arriving more than 15 minutes before the start of school are expected to work quietly in the dining room. The final class of the day ends at 3:05 p.m. Tutorial runs during the day from 9:15-9:45 a.m. three days per

week. Students who have met their obligations for the day may be picked up after 3:05 p.m.; however, all students are encouraged to take advantage of our after school performing arts and athletics offerings. These activities will not start before 3:15 p.m. unless they require an early departure for performances or competitions.

Monday	Tuesday	Wednesday	Thursday	Friday
A 8:00-9:05	C 8:00-9:10	B 8:00-9:10	D 8:00-9:10	Faculty Meeting Collaborative Time 7:30-8:45
B 9:10-10:15	Office Hours 9:15-9:45	Office Hours 9:15-9:45	Office Hours 9:15-9:45	A 9:00-10:10
Advisory 10:20-10:40	D 9:50-11:00	A 9:50-11:00	C 9:50-11:00	
C 10:45-11:50	Advisory 11:05-11:25	Assembly 11:05-11:55	Advisory 11:05-11:25	B 10:15-11:25
	EDLS 11:25-11:55 (Senior Privilege at discretion of Dean)		Class Meeting 11:25-11:55 (Senior Privilege at discretion of Dean)	
Lunch 11:50-12:30	Lunch 11:55-12:30	Lunch 11:55-12:30	Lunch 11:55-12:30	Clubs 11:30-12:00
E 12:35-1:40	F 12:35-1:45	G 12:35-1:45	E 12:35-1:45	Lunch 12:00-12:35
DEAS* 1:40-2:00	Break 1:45-1:55	Break 1:45-1:55	Break 1:45-1:55	Break 1:45-1:55
F 2:00-3:05	G 1:55-3:05	E 1:55-3:05	F 1:55-3:05	G 1:55-3:00
Afternoon Meetings				

*DEAS—Drop Everything And Socialize

After School Pickup Policy and Program

The AGS school day ends at 3:05 p.m. (3:00 p.m. on Fridays). For the safety of our girls, all students who have not been picked up by 3:30 p.m. are required to be in a designated location. Upper School students may study in the Horizon Center, in the Upper School Student Center, in The Retreat, and in teacher classrooms. Seniors may also study in the Senior Lounge. Upper School students who leave school grounds after 3:05 pm and who plan to return that same afternoon must have a signed permission slip on file with the Director of Upper School, and they must sign out and back in.

All students are to be picked up from school by 6:00 p.m. If a sports practice, an athletic event, a fine arts activity, or any other evening event ends after 6:00 p.m., students should be picked up at the end of the activity.

Middle School students who stay past 3:30 p.m. and who are not part of a school-sponsored activity should report to the AGS Aftercare Program.

Middle School Aftercare

Atlanta Girls' School provides supervised care for Middle School students who need to remain on campus after the end of the school day. Students in this program must stay in designated areas and must conduct themselves in a manner consistent with school policies and as required by the Aftercare Director. Parents will be charged \$65 per week for each student who participates in this official after-school program or the daily drop-in rate of \$20.00 per day for a maximum charge per week of \$65.00. Any MS student who is not picked up by 3:30 pm and is not enrolled in another after-school activity will automatically be sent to Aftercare and will incur the \$20.00 daily drop-in fee.

AGS Aftercare runs from 3:15 p.m. until 6:00 p.m. every school day, beginning on August 14, 2017.

Please note that all Middle School students who are staying on campus after 3:30 p.m. and are not directly involved in a teacher-supervised activity will be expected to enroll in Aftercare.

This means that every Middle School student on campus must be in Aftercare or with her sports coach or performing arts teacher. Please keep this in mind as you make plans for your daughter's transportation home. All parents and guardians are expected to come into the building to sign students out of Aftercare.

On the days that a student has sports practice/competition, a fine arts rehearsal, or another school-sponsored program, the student must be picked up at the conclusion of the activity. **Middle School students whose transportation has not arrived at the conclusion of the activity will be enrolled in Aftercare.**

Late Pickup Fee for Middle School

All Middle School students are to be picked up from school by 6:00 p.m. (or at the conclusion of the activity).

If a student is not picked up by that time, a \$1 per minute fee will be assessed for each minute after 6:00 p.m. that she is on campus.

****Please be considerate of AGS teachers and coaches by picking up your student on time.****

Middle School and Upper School After-School Programs

Atlanta Girls' School offers several after-school programs for all students. Students may try out for a sports team, audition for a play, enroll in an arts program, or participate in an organized fitness program. The arts program and fitness program meet on alternating days. On the days that a student has sports practice/competition, a fine arts rehearsal, or other school-sponsored program, the student must be picked up at the conclusion of the activity. Middle School students whose transportation has not arrived at the conclusion of the activity will be enrolled in Aftercare. As noted under attendance policies, a student with excessive tardies to school or absences may not participate in after-school programs until further notice from the Grade Level Dean or the Division Director.

CURRICULUM & ACADEMICS

Atlanta Girls' School students form a unique partnership with their teachers and classmates to engage in learning in and out of the classroom. Every student is expected to actively engage in learning, to share insights, and to seek help when necessary. In order to ensure academic success, students are expected to adhere to the academic policies outlined in this handbook.

Middle School Curriculum

Sixth Grade Curriculum

The sixth grade schedule is standard for all students. The following are required yearlong courses:

- English 6 and Language Foundations
- Math 6
- World Studies 6
- Science 6: Earth Science and STEAM Foundations
- PE
- Fine Arts 6 (Divided into two semester-long courses: Visual Art 6 and Performing Arts 6)

Seventh Grade Curriculum

The seventh grade schedule is standard for all students. The following are required yearlong courses:

- English 7
- Pre-Algebra, Algebra I, or Honors Algebra I
- Life Science
- World Studies 7
- French 7 or Spanish 7
- PE

Additionally, seventh grade students choose one of the following courses:

- Chorus
- Middle School Theatrical Arts
- 2D Foundations
- 3D Foundations

Eighth Grade Curriculum

The eighth grade curriculum is standard for all students. The following are required yearlong courses:

- English 8
- Algebra I, Honors Algebra I, Geometry, or Honors Geometry
- Physical Science
- World Studies 8
- French or Spanish
- PE

Additionally, eighth grade students choose one of the following courses:

- Chorus
- Middle School Theatrical Arts
- 2D Foundations
- 3D Foundations

Health education is an essential aspect of girls' development, and because our Fitness & Wellness curriculum is delivered within the context of our PE courses, PE is mandatory. Exceptions are only granted in extenuating circumstances.

Upper School Graduation Requirements

Atlanta Girls' School's Upper School curriculum has been designed to provide students with those experiences most necessary for success in college and for personal development. All students are expected to take a minimum of six courses each semester. The full complement of course offerings can be found in the Course Catalog on the school's website. Requirements are as follows:

Department	Credits	Courses Required*
English	4	English 9, 10, 11, and 12
Mathematics	3	Geometry, Algebra II, and Pre-Calculus/Trigonometry**
Science	3	Biology, Chemistry, Physics**
World Studies	3	World Studies 9 and 10, U.S. History
World Languages	3	3 years in Upper School French or Spanish, regardless of entering level
Fine Arts	2	See Catalog for Visual & Performing Arts options
Physical Education	1	PE 9***
Elective	4	An elective is any course taken beyond graduation requirements
Minimum Total Credits Required	23	

* Required courses can be replaced by honors and AP courses.

** Four years of math and science credits are required for admission to GA colleges.

*** Health education is an essential aspect of girls' development, and because our Fitness & Wellness curriculum is delivered within the context of our PE courses, PE is mandatory. Exceptions are only granted in extenuating circumstances.

All AGS students are also required to participate in class-organized community service, complete EDLS coursework, complete internships during junior and senior years, participate in the Global Travel Program, and deliver a Senior Speech prior to being recommended for graduation.

Independent Study Guidelines

Atlanta Girls' School offers students the opportunity to engage in academic enrichment through research and self-guided study by working with a faculty sponsor in an independent study course. This course does not take the place of required academic courses but serves as an opportunity to go deeper in a particular area of interest and can fulfill an elective requirement. Students in their junior year are required to collaborate with a sponsoring faculty member, submit a proposal to the Curriculum Team the spring of the year before the independent study, and present their topic before the Curriculum Team in advance. Students and teachers are given the approval status in the spring so that they may appropriately prepare for their independent study coursework in their senior year.

In order to propose an independent study, a student needs to do the following:

1. Engage a teacher who will serve as your faculty sponsor (February)
2. Outline concept and proposal (February/March)
 - Why am I proposing this course? What need does it fill for me?
 - What are the objectives/goals for my learning?
 - How will I develop the curriculum and identify the resources needed for my study?
 - How often will I meet with my teacher?
 - How will I be assessed? Will the work be for a grade or pass/fail?
 - Is this a yearlong or semester study?
 - Is there a culminating project or presentation that will anchor the experience and be shared with the community?
3. Submit your proposal to Ms. Hasty and Dr. Rodríguez Vargas. (March)

Proposals will be shared with the Curriculum Team for consideration in March/April of the year prior to when the study will begin. Students and faculty sponsors will then meet before the Curriculum Team to present an overview of the proposal submitted. Following the presentations made before the Curriculum Team, students and faculty sponsors will be notified whether the independent study has been approved.

Independent Study

Reflective Decision Making: Student will complete a written reflection on the knowledge, interest, and experiences that led her to pursue expertise in a specific area as well as how she plans to leverage her skills to grow in the future (internships, leadership, clubs, and capstone). Once work begins, student will continue to document all work in her journal or other archiving format.

Project Execution Planning: Once work towards culminating project begins, student will complete weekly entries in reflective journal to log work and progress, including short and long-term goals. This journal will be the basis of meetings with faculty mentor. Excellent work will have weekly entries and showcase deep thinking/reflection, clear articulation of goals, recorded progress towards goals, and inclusion of response to feedback provided by support team.

Identifying/defining a problem or topic: Student will describe a fundamental question or thesis to be answered or developed, the manner in which she intends to do so, and any existing constraints that may hinder her in the process. The question/thesis must be sufficiently limited and concise to work towards an attainable end product.

Assessment Strategy: Student will propose a yearlong assessment strategy that will allow her to demonstrate her increasing knowledge and skill throughout the project. This may include discussion-based or written assignments to be determined by the student and faculty mentor.

Creativity: Student will propose a unique approach to creation, problem solving, data collection, equipment use, or data interpretation that will at the very least build on closely related work.

Relevance: Student will propose a path and create an end outcome with practical value, relevance and usefulness.

Research: Student will include a great amount of background research in her project design and analysis that includes a review of existing/previous closely related work. All information is appropriately cited.

Education for the Development of Leadership and Service

Education for the Development of Leadership and Service (EDLS) is an integral part of the educational experience at AGS. The program is designed to teach and develop leadership skills and instill an understanding of the critical role that service must play in the life of a responsible global citizen. Through EDLS, AGS works with students to

help them identify and develop their strengths and challenges, gifts and passions. They also begin to identify the areas of service that they most wish to have in their lives. In EDLS, AGS girls develop key relationships with people and organizations that foster their independence and growth, and AGS has a direct positive impact on the community that supports and sustains it.

At each grade level, EDLS facilitators specifically call students' attention to the skills and understandings they are acquiring and use "teachable moments" and learning experiences within the classroom and outside the classroom in the broader community to foster those skills and understandings.

Middle School EDLS

Atlanta Girls' School has developed leadership skills and standards for each Middle School grade level. Skills development takes place both in the classroom through everyday curricula and in a separate EDLS class that meets once per week. In conjunction with learning and discussing the designated leadership skills, each grade serves a local non-profit organization to promote an "enduring understanding" of lessons learned throughout the year.

6th Grade - Finding a Sense of Self and Place in Our Community

In sixth grade, Atlanta Girls' School helps each student develop and maintain a positive self-image and understanding of herself so that she will be a productive member of any group—either as an active participant or leader. Sixth grade girls at AGS begin to engage in critical concepts such as personal responsibility, physical and emotional self-awareness, and leadership potential. Each student also takes steps to assume responsibility for her own learning by developing and strengthening study skills such as time management and task prioritization. Four areas are targeted for growth in sixth Grade EDLS classes: personal responsibility, critical thinking, relationships/communication, and decision-making.

7th Grade - Growing and Nourishing Ourselves in Our Community

By actively serving in both the AGS garden and in metro-area gardens early in the year, students gain an awareness of what is needed to "feed" and grow a healthy girl, family, village, and world. Students also spend time learning how to nourish and grow their brains through an interactive look at study skills and ways to prepare for each day, culminating in a sense of how they best learn. Students also learn how to express themselves through the spoken and written word.

8th Grade – Finding My Voice: Who am I?

The exploration into finding "my sound" and practicing "my voice" begins in the safety of the class. Students are called on to create a community where everyone in the class finds her comfortable fit, identifies who she chooses to be, and how she chooses to contribute. Each girl's discovery is shaped through games, activities, and thoughtful writing throughout the year. Each girl will discover how her voice travels through gestures, spoken words, written statements, and multimedia posts. Though eighth graders are mature enough to begin this exploration, they will not complete the journey developmentally, socially, and intellectually for years.

Upper School EDLS

As students move into grades 9-12, AGS continues to build leadership and stewardship skills in ways that further augment the students' growing awareness of their place in the world. In addition to service relationships and, ultimately, internships, Upper School students have a specific EDLS class once a week designed for discussion and in-depth exploration of the ties between the self and the multiple communities to which they belong.

9th Grade - A Sense of Place

"A Sense of Place" gives students the tools they need to navigate the Upper School. The first unit in this three-unit course, "Knowing Yourself as a Student," gives students the opportunity to sharpen their time management, technology, and study techniques while helping each girl explore her own learning style and discover how to use her voice in the classroom. The next unit, "Community and Difference," addresses issues of group dynamics, friendship, identity, and diversity. The last unit, "Respecting Yourself, Respecting Others," covers health topics, including safety, stress management, and healthy decision-making. The course emphasizes individual growth while giving each girl the tools she needs to become a leader and an agent of change in a group. Students evaluate individual interests and explore appropriate methods of self-expression. By the end of the year, students will have assessed their individual interests, strengths, and values and will see themselves as integral members of our diverse community.

10th Grade - Philanthropy, Advocacy, and Activism

In the fall semester, tenth grade students become micro-philanthropists. They visit The Community Foundation of Greater Atlanta to learn about foundations, grant-making, non-profit organizations, and to identify personal values and areas of interest. Visits are made to local non-profit organizations. Students read and discuss philanthropic case studies, which highlight how individuals have given of their time, talent, and treasure, and explore the myriad ways in which one can contribute to global communities. The hallmarks of good philanthropy and potentially irresponsible philanthropy are examined, as well as ways to properly research and evaluate a non-profit organization. This course is taught in conjunction with the AGS Office of Advancement.

In support of the AGS Mission, students are required to complete two internship experiences. In the spring of their sophomore year, students focus on their areas of interest as it applies to activism and activism. Under the guidance of our Internship Coordinator, the students begin to network and research potential internship opportunities. They identify and practice characteristics of professionalism and draft a personal resume.

11th Grade – Preparing for the Future

The 11th grade year builds on the experiences of the 10th grade year. Students are required to complete an internship of at least 70 hours, preferably in the summer before 11th grade; often the internship is in the non-profit sector. Students tackle a wide range of topics in their weekly EDLS sessions, including preparation for the college process and personal financial literacy. Each student also identifies an issue about which she is most passionate in preparation for her Senior Speech and college essays.

12th Grade - My Voice, My Place

In the 12th grade, each senior will share her voice and vision with the community by writing and delivering a senior speech. Each senior may also undertake a Leadership Project that will provide her with the opportunity to explore an area of intense interest and to solidify, refine, and extend skills, knowledge, and insights gained from her time of leadership and service at AGS. Seniors will also prepare for the world outside AGS by researching current issues and by exploring the realities of life on a college campus.

Internships

All 11th and 12th graders are required to have an internship of at least 70 hours during the summer before the 11th and 12th grades. Most internships are unpaid; however, a few students work their way into paid positions. The goals of the program and of each internship placement are as follow: 1) Explore a career track 2) Create a working resume, 3) Learn how to pursue career opportunities and 4) Practice professional and leadership skills. Students are asked to identify areas of interest for internships by identifying their career dreams and the social issues that are most important to them. Students have been placed at over 70 organizations.

Winterim

Each year in January, the two-week period immediately following Winter Break is designated as Winterim. Winterim provides students with the opportunity to explore exciting topics not traditionally found in a school curriculum. The many elective offerings give students a chance to risk learning something that is unusual, devote extended time to explore a specific interest in depth, or improve writing, organization, or spatial reasoning skills. Students take fewer classes during this session. Students sign up for Winterim classes in the fall. Advanced Placement classes and sports continue during Winterim.

Homework

Homework plays an important part in the academic program. It provides a reinforcement of the skills taught in class, and it helps to develop positive habits of responsibility and self-discipline. Homework is assigned in all grades in order for students to review what they have learned in daily lessons, to reflect on their learning, to prepare for an in-class activity, or to expand their knowledge or understanding of a subject. Homework helps students to better retain factual knowledge, to increase understanding, and to improve critical thinking, concept formation, and information processing. In assigning homework, teachers at Atlanta Girls' School seek to reinforce the mission of the school, helping the girls to get the most out of their classes and their overall education. Care is taken to keep assignments relevant and to make the most of the girls' time away from school.

Some work may be assigned in class and for homework on religious holidays, but students observing a holiday will be given additional time and assistance to complete work. No major projects or assessments will be scheduled on a religious holiday or the day after a religious holiday.

Recording Assignments

Students are expected to record all assignments in a notebook. Teachers also make assignments available to their students electronically. Each student will be expected to have assignments in class on time regardless of her ability to access assignments via the Internet.

Long-Term Projects

Sometimes teachers will assign long-term projects. Planning effectively is a necessary time management skill. In assigning long-term projects, teachers may create “check in” points that will encourage effective time management. We encourage parents to support the students’ work, but the student, independent of the parent, must complete all work.

Grading Late and Missing Work

Each class has an individual grading system that will be disclosed in the course syllabus at the beginning of the semester. Late homework or homework not completed will affect the student’s overall grade for the class. Each class will have its own guidelines regarding make-up work. It is the responsibility of the student to make contact with her teachers whenever she is absent in order to obtain make-up assignments. Haiku and PowerSchool are valuable communication tools between the teacher and student when the student has missed school or assignments.

Getting Help

If a student finds that she cannot do an assignment or has underestimated the amount of time an assignment will take, she should consult with her teacher or advisor. All work that each student completes should be her own, without the assistance of her parents.

Study Period

A student in grades 10, 11, or 12 may elect to take one study period in her schedule of courses. This study period is to be used for academic pursuits. If a student is taking two or more Advanced Placement courses in a given year, she can petition Director of Upper School in order to take two study periods in her schedule. Unsupervised study is a privilege afforded to Upper School students in good academic standing. Inappropriate use of this time may result in the suspension of this privilege. Because study periods are not supervised, Middle School students must enroll in seven courses.

Horizon Center

The Horizon Center houses the school’s print media collection, the iLearn Center, and the technology offices. This area is designed to provide access to educational materials for students, faculty, and staff of Atlanta Girls' School.

Hours

The Horizon Center is open to all students from 7:30 a.m. to 6:00 p.m. However, see the Schedule section for rules that apply to Middle School students.

Circulation

Materials are available for a lending period of two weeks. Some reserve items may be checked out overnight and returned by 9:00 a.m. the next day. Materials should be returned to the circulation desk in the Horizon Center. No materials should leave the Horizon Center until they have been checked out.

Overdue or Lost Items

Students will be notified of overdue materials through email. All items may be renewed unless requested by another patron. The items to be renewed must be brought to the Horizon Center for renewal. Students having lost any items must notify the Library Media Specialist. The responsible student will need to reimburse AGS for the cost of replacement.

Online Resources

In addition to the school's on-site reference collection, AGS provides access to a wide variety of online databases and resources. These resources may be accessed from any computer through the Horizon Center Haiku page, which is a component of every student's Haiku portal page. User names and passwords for each online resource may also be found on the Center's Haiku page and Library Guide.

Office Hours & Learning Lab

AGS encourages all students to take advantage of teachers' office hours. If a student has questions that have not been answered in class, or if she needs extra help on a specific topic, office hours are the perfect time to receive assistance from the teacher. Teachers are generally available between 9:15 and 9:45 a.m. on Tuesdays, Wednesdays, and Thursdays. Part-time teachers may set up alternate times for office hours. Please check with teachers individually if there is any question about availability.

The Learning Lab at AGS is free to families with a teacher referral. Tutors in the Learning Lab will provide individualized instruction to students in skills identified by classroom teachers. In order to allow for valuable one-on-one time with each student who attends the Learning Lab, the tutor to student ratio will be kept at 1:5 or lower. The Learning Lab differs from regular office hours held by teachers because it is staffed by tutors from local colleges and not classroom teachers. Additionally, the Learning Lab is not a place for students to work on homework. Those students wishing to work on homework or having a question specific to one of their classes are best served by meeting with their instructors during teachers' office hours.

Academic Reporting

Grading System

Assessment and grading are important parts of the secondary school experience, and grades provide a metric in order to help students evaluate their own progress, as well as challenge themselves to do their best work. In order to remain in good academic standing, the student must finish each semester with grades at or above a 70% (C-).

Grading Scale

- A (90-100%) Demonstrates a thorough understanding of and fluency with content, concepts, and skills. Work contains extra thought, effort, or application of skills.
- B (80-89%) Demonstrates a solid understanding of content, concepts, and skills. Product or performance shows some mastery.
- C (70-79%) Shows basic understanding of content, concepts, or skills. (Minimal college recommending grade.)
- D (60-69%) Shows limited application or demonstrates limited understanding of content, concepts, or skills. Presents significant gaps in many areas. Student is not permitted to advance to the next level without repeating course or doing remedial work.
- F (Below 60%) Failing grade. Neither meets the demands of the task nor demonstrates a basic understanding of the content. No credit is given.

Report Cards and Written Comments

Grades are posted electronically at the end of each academic quarter. Written comments from each teacher accompany grades at the end of first and third quarters. In addition, parents and students can view grades online. Please contact the Registrar for more details on viewing grades online. Final grades are available on PowerSchool in June at the end of the academic year.

Transcripts

Students wishing Atlanta Girls' School to send transcripts to colleges or other schools, or programs must submit a *Transcript Request Form* to the Registrar. Students should allow five school days for the transcripts to be processed. Transcripts will only be issued when all of a student's accounts are paid in full. Official transcripts will only be sent to colleges, programs, or other schools. The school does not send official transcripts to individuals not associated with an accredited school or program.

Incomplete Grades

"I" (incomplete grades) generally will not be issued. If the student has valid reasons for not completing course requirements on schedule, she should arrange for the incomplete grade in advance by conferring with the teacher and the Division Director. At the conference, deadlines for completion of work will be established. An "I" is also

assigned if a student has missed more than 10 days in a semester and has not satisfactorily completed all missed work.

Drop/Add Period

Students may request to drop or add courses to the schedule they are assigned at the beginning of a semester. The last day students may submit a drop/add request is at the end of the first three weeks of school. Classes that are dropped after the close of the Drop/Add Period will appear on a student's transcript as "W" (withdrawn). Though every effort will be made to accommodate a student's drop/add request, constraints in the schedule and limitations on class size sometimes make granting such requests impossible.

Academic Honors

Our rigorous college-preparatory curriculum is structured to challenge all students. As part of encouraging an academic atmosphere, we honor students who have an extraordinary academic record.

- Dean's List: Any Upper School student who earns a semester average of 3.7 or higher is named to the Upper School Dean's List. This recognition is noted as an academic honor on a student's transcript.
- Departmental Awards: At the annual awards assembly, each academic department gives awards for superior academic scholarship and performance throughout the year.
- Valedictorian: The senior, in good standing, with the highest weighted Upper School GPA is named class Valedictorian.

Academic Probation and Dismissal

Atlanta Girls' School's academic program is designed to prepare students for college or university study. The academic work of all students, therefore, must be of sufficient quality for the school to recommend the student for college entrance.

Atlanta Girls' School's grading system is designed to predict college level achievement. Grades of A, B, and C are college-recommending grades; grades of D and F are not. Any student whose record at the end of a grading period includes two D's or an F has not achieved the minimum standard of academic achievement and, therefore, will be placed on academic probation. A student on academic probation will be required to meet with her advisor and her parents at the start of the following grading period to set goals and determine appropriate strategies for communication and organization. If the student receives two D's or an F at the end of the next grading period, the Academic Dean and Division Director will review the student's status and make a recommendation to the Head of School regarding whether the student should remain at AGS.

Students on academic probation and who are inconsistently meeting expectations may not be offered re-enrollment contracts or apply for financial aid.

Any student whose work consistently falls below this requirement may be asked to leave the school.

Academic Policy for Athletes and Performers

Students who participate in athletics and in performing arts recognize that academic responsibilities take precedence over AGS team participation and performing. They regularly attend Office Hours, even during athletic seasons and rehearsal time, and they communicate with teachers in advance of meets, games, or performances that necessitate an absence or early dismissal.

As a student-athlete/performer and her advisor confer about grades during advisory, the advisor will notify parents, coaches, and the Athletic/Fine Arts Director if academic performance trends downward during the season. A student-athlete/performer who slips into a grade of C- or lower will not be able to participate in practices/rehearsals or games/performances until the student, advisor, and coach/director agree on an academic improvement plan. Students with excessive absences and/or tardies may not be allowed to participate in extracurricular activities for the semester.

All-School Testing

Each year, the school administers the ERB (Educational Records Bureau) test to Middle School students. These tests are designed to measure both aptitude and achievement and to indicate areas of strength and weakness in a student's performance.

Students take the PSAT in October of their 9th, 10th, and 11th grade years. Beginning the second semester of the junior year, students independently arrange to take the SAT and/or the ACT as part of the college admissions process. More information about the SAT, ACT, and SAT Subject Tests can be obtained from the College Counselor.

AGS DISCIPLINE POLICY AND STRUCTURE

The discipline policy at Atlanta Girls' School is derived from the premise that the most effective form of discipline is self-discipline. All members of the community are expected to uphold our five core values: Responsibility, Respect, Community, Safety, and Integrity and Honesty. The school works to employ meaningful, consistent, and logical consequences in every disciplinary situation. In addition to meting out institutional consequences, teachers and administrators must involve the individual student in the creation of a personal plan of action. The ultimate goal in imposing logical consequences and involving students in the creation of action plans is to modify behavior and to instill individual responsibility.

The discipline policy at Atlanta Girls' School is designed to meet the following goals:

- Maintain orderly school operation
- Maintain an optimal learning environment for all students: school facilities and classrooms must be free from behaviors that interfere with teaching and learning
- Help students develop skills and behaviors necessary for healthy social interaction
- Help students learn how their decisions affect the quality of their lives and the lives of others
- Help students develop responsibility and character
- Help establish a school-wide culture of purposeful, meaningful work

The daily discipline of the school comes under the aegis of the classroom teacher and each student's advisor. Our core values govern what is considered acceptable behavior. Each teacher clarifies behavior expectations within his or her classroom. These expectations will vary according to the grade level, environment, and goals of the class. Courtesy and respect are always expected.

Many school rules are stated explicitly, but many more rules are general expectations for behavior. If any action taken by a student negatively affects the learning environment for anyone, she will be required to modify her behavior. Consequences for behaviors are imposed on three levels, and all disciplinary actions beyond the classroom are noted in a behavioral file for the student.

1. **Consequences imposed by classroom teacher and/or advisor:** Infractions that occur either in the classroom or in common areas and that can be quickly resolved are dealt with at the classroom or advisory level, but they may be reported to the student's advisor and to the Grade Level Dean and Division Director. Consequences vary according to the situation and may include assigning the student to Reflection and Redirection (R and R). Students in R and R are asked to reflect, in conversation and in writing, on inappropriate behavior and to take responsibility for their actions. They identify underlying causes for their poor choices and determine steps to take to avoid repeating their mistakes.
2. **Consequences imposed by the Grade Level Dean, Division Directors, and Academic Dean:** Repeated infractions, including issues of disrespect, academic dishonesty, socially aggressive/bullying behavior, and technology misuse, will be referred to the Grade Level Dean, Division Directors, or Academic Dean. Consequences may include loss of privileges, loss of unsupervised study period and Student Life Block, in-school suspension, specific service to the school, or temporary removal from one or more classes. Any Circle of Sisters Representative or Social Chair may be removed from her position if she does not follow all school discipline policies including academic honesty and technology guidelines.
3. **Consequences imposed by the Head of School:** Any criminal offenses or repeated or severe incidences of bullying, dishonesty, or disrespect will be referred by the Academic Dean and Division Director(s) to the Head of School. Consequences may include suspension or expulsion. If a student is suspended more than twice in her tenure at AGS, she will potentially face expulsion from the school.

Reporting Disciplinary Infractions to Colleges

Upon direct request from colleges for information pertaining to a student's discipline record (this request will often appear as a question on the college application), each student should honestly and fully disclose if she has been subject to a disciplinary response including probation, suspension, dismissal, or withdrawal from AGS.

Upon direct request from the colleges for information pertaining to a student's discipline records, AGS will respond and disclose if a student has been subject to a disciplinary response including but not limited to probation, suspension, dismissal or withdrawal from AGS. If this is an issue for the student, she should work closely with the College Counselor, Director of Upper School, and the Academic Dean to ensure that she and AGS are responding in a consistent and thoughtful manner.

If disciplinary status changes after the filing of college applications, the student has the opportunity and the obligation to inform all colleges to which application materials have been previously submitted or the college to which she has submitted an enrollment deposit. The student should notify the college or colleges within 10 days from the date of the change in status. Following such 10-day period, the College Counselor will notify colleges in writing that the student's status has changed and the reason for the change including a description of the disciplinary infraction and the ensuing consequences. The college admission representative will be directed to the student and the family for further information. This policy is in compliance with the National Association for College Admissions Counseling's Statement of Good Practices.

STUDENT RESPONSIBILITIES & BEHAVIOR EXPECTATIONS

Academic Honesty: Plagiarism and Cheating

One of the most important components of the educational process at Atlanta Girls' School is the trust that can develop among students; this trust is built on honesty and openness. In academics, this honesty means that work presented is one's own. Students at Atlanta Girls' School are bound by the Community Membership Trust Agreement and Honor Pledge printed in this handbook. Academic dishonesty is a serious offense; it undermines community trust and degrades the learning process. The following actions constitute academic dishonesty:

1. Plagiarism is the intentional or unintentional use of the words or ideas of someone else without giving proper credit. This includes paraphrasing a source without giving due credit. Plagiarism is a serious breach of academic integrity. Any assignment containing the work of another without proper citation will automatically earn a zero.
2. Having or using unauthorized notes or other aids in a test, cheating, or copying from or being influenced by another student's work during a test is a breach of trust.
3. Allowing another student to copy or use one's test, paper, or homework is an offense equal to receiving such aid.
4. Receiving inappropriate or excessive assistance on an assignment from a tutor, parent, peer, or anyone else is a breach of academic honesty. Always acknowledge in writing the type and amount of assistance that is given on any assignment.
5. Fabrication-Inventing information or citations in an academic paper, exam or exercise.
6. Facilitating Academic Dishonesty-Providing unauthorized material or attempting to help another to commit an act of academic dishonesty.
7. Unauthorized test behavior- Conversing with another person, passing or receiving material to or from another person, or temporarily leaving a test site to visit an unauthorized site.

If a faculty member believes that a student has been academically dishonest, the faculty member will speak directly with the student, evaluate the situation, and involve the advisor, Deans, Division Director, and parents. If it is determined that a student presented work that is not her own or has academically represented herself in a dishonest way, the incident is recorded by the teacher and advisor in the student's file. The student receives a zero for the work. Incidents of academic dishonesty that occur in Upper School must be reported on college applications. Repeated incidents of academic dishonesty may result in suspension or expulsion.

Attendance

Atlanta Girls' School believes that in order for a student to excel, she must be present at school every day. Tardiness to or absence from school jeopardizes student success and poses significant disruption to the classroom teacher and to the class as a whole. Because we realize that illness and doctors' appointments are natural occurrences that could cause absence from school, we have built consideration of those needs into our attendance policies.

All students are expected to be on time for school. For many students, this means that the parent and the student must work together to get to school before 7:55 a.m. so that the student can be in class and ready to begin the day at 8:00 a.m.

If a student will be tardy, we ask that the parent or guardian please notify the front desk by phone (404-845-0900, ext. 201) or email (attendance@atlantagirlsschool.org) prior to 8:00 a.m. All students arriving after 8:00 a.m. should enter the building through the main lobby front door and should check in with the front desk.

Tardiness to Class

For each class, three tardies to that class will be recorded as the equivalent of one absence. In addition, a student who is more than 15 minutes tardy to a class will be marked absent. Chronic tardiness is considered a disciplinary issue that will be addressed by the advisor, Grade Level Dean, and the Division Director. Students will not be penalized for tardies caused by major accidents as reported by local news stations or if the student is participating in a school-sponsored activity. Students will receive a warning with their fifth tardy and an R and R or Restricted Lunch with their seventh tardy and with every additional tardy for the remainder of the semester. When a student accumulates a total of eight tardies in one semester, the Division Director will send a letter home, and parents/guardians will be asked to come in for a conference with the Division Director. The tenth tardy in a

semester will result in additional disciplinary action, including but not limited to in-school suspension and suspension from participation in extracurricular activities.

Absences from Class

A student is only allowed ten absences—regardless of reason—from a class in a semester before she will receive a grade of “incomplete.” Three tardies constitute one absence, and if a student is more than 15 minutes tardy to class, she will be marked absent in that class. Additionally, if a pattern develops of missing the last portion of a class (15 minutes or more), there may be consequences to the attendance record. The incomplete grade will only be removed once she has completed specified work to satisfactorily complete that course. In the Upper School, incompletes jeopardize progress toward graduation. In both Upper and Middle School, excessive absences may affect academic credit.

Ineligibility for Extracurricular Activities

Students who arrive to school after 11:30 a.m. will be ineligible to participate in extracurricular activities for that day. A student with a C- or below in a class will not be allowed to participate in extracurricular activities until the student, advisor, and coach agree on an academic improvement plan. Students with excessive absences and/or tardies may not be allowed to participate in extracurricular activities for the semester.

Alerting the School to Unexpected Absences

Unexpected absences should be reported by 8:30 a.m. to the front desk through the main school number (404-845-0900) or by email (attendance@atlantagirlsschool.org). Any requests for homework or books should be made to the student’s advisor no later than 10:00 a.m.

Alerting the School to Planned Absences

Students should communicate planned absences of any length to the front desk, advisor, and all teachers no later than **five** school days before the scheduled absence. Students are responsible for all work missed and are expected to take responsibility for obtaining missed class notes. Students are also responsible for last minute or changed assignments during their absences. Absences directly before and after school holidays are strongly discouraged. AGS does not differentiate between excused and unexcused absences: any absence counts toward the ten maximum allowed per class per semester.

Early Dismissals

If it is necessary to pick up a student before the end of the school day, the front desk should be notified by 8:30 a.m., either by telephone (404-845-0900), email (attendance@atlantagirlsschool.org), or handwritten note signed by the parent. Students are responsible for requesting any make-up work from teachers whose class(es) they will miss. A parent or guardian is required to come to the office to sign out his or her daughter. For safety reasons, students are not permitted to meet parents or guardians outside the school building.

Emergency/Illness at School

If a serious medical emergency occurs at school, we will first call 911 and the custodial parent or guardian. If that person cannot be reached, we will then call the emergency contact person. If the school is not able to contact any of the above, we will make arrangements to transport the child to the nearest emergency room. The school will continue attempts to reach parents until they are notified.

Make-up Work

In the event of any absence, the student is expected to check the AGS Haiku site for missed work. In addition, students are responsible for obtaining missed class notes and last minute or changed assignments from other students. Faculty members will work with the student to create a reasonable schedule for completion of assignments in case of an absence longer than three days.

Social Conduct

During the Middle and Upper School years, student friendships often become stronger. We remind students that friendships differ from popularity in that friendships are based on shared interests and feelings. While popularity may stem from friendships and strong community values and presence, sometimes popularity is based on athletic ability, clothing, and physical appearance rather than on individual character traits and values. We encourage students to think about the differences between friendship and popularity, and we encourage parents and guardians to have ongoing conversations regarding this issue with their daughters.

Social Cruelty

Gossip, betrayal, teasing, and exclusion are socially cruel acts that students are often more apt to engage in as a member of a group than as an individual. Parents and students are reminded that the presence of a group can contribute to a social situation in which an individual's sense of moral responsibility, maturity, and empathy are compromised. Some examples of socially cruel acts include the following: rolling one's eyes at another, defacing or destroying photographs of another student, entering another student's locker or cubby with a malicious intent, writing put-downs on whiteboards or personal boards, saying something mean and adding "just kidding," saving seats, not allowing someone to sit down, refusing to sit next to someone, or putting someone down online. This type of anti-social behavior is a more common form of aggression among girls than physical actions and bullying, but it can be equally, if not more, debilitating. **We do not tolerate any form of social cruelty.**

Students will be held accountable for socially cruel acts that impact another student's quality of life at school. A severe act of social cruelty or repeated socially cruel acts, bullying, or acts of disrespect will result in a student's suspension or expulsion from Atlanta Girls' School. Parents and guardians can form a powerful network, and we encourage families to partner with AGS and with each other to diffuse destructive behavior.

Harassment

Every student at AGS is expected to behave in a responsible manner that demonstrates personal integrity and respect for others. Unacceptable behavior includes physical, verbal, or written forms of intimidation or abuse, including hazing, bullying, teasing, and any disrespectful actions or speech. This includes any form of electronic harassment, whether initiated in or out of school. AGS will not tolerate any conduct by a community member, student, parent, or employee that harasses, disrupts, or interferes with another's performance or that creates an offensive or hostile environment. This policy includes harassment of any kind, but particularly harassment forbidden by law and based on race, religion, sexual orientation, age, national origin, color, physical size, marital status, or disability.

Public Displays of Affection (PDA)

Interactions of an overly physical or overtly sexual nature have no place in a scholarly environment and are not tolerated on AGS's campus. Such actions disrupt learning and are disrespectful of others sharing the intellectual space. Students will be held accountable for PDA, and repeated acts will be subject to disciplinary action.

Uniform and Dress Code

Atlanta Girls' School expects everyone—students, teachers, and administrators—to maintain standards of dress that are in keeping with the expectations of the school community. The Uniform Dress Code fosters an atmosphere of seriousness and purpose, which promotes professionalism among students, faculty, and staff. More importantly, AGS encourages every student to showcase her individuality through academics, athletics, and individual passions rather than through her clothing. The uniform is a symbol of community; worn well, it also becomes a symbol of personal pride for students. Behavior becoming of the uniform is always expected of each girl.

AGS uses Mills Uniform Company for school uniforms. The Mills store is located at 4920 Roswell Road NE, Suite 1, Atlanta, GA 30342. Orders placed online at www.millswear.com should have the **school code 3556**. Note: AGS PE Uniforms are sold **ONLY** at AGS in the Spirit Wear Store.

All students and their parents are responsible for being sure that every student is "in uniform" for the school day. **All students are expected to adhere to the school dress code.** Students should be in uniform from the time they arrive on campus until school is dismissed at 3:00. Students will not be permitted into class if not in proper uniform. Continued disrespect of the dress code may be treated as a disciplinary issue, and students will be referred to the Grade Level Dean and/or Division Director who will notify parents of the infraction.

General Uniform and Appearance Guidelines

- All uniform pieces should be labeled with the student's name.
- All uniform pieces should be free of paint, stains, tears, etc.
- Oxford button downs must be tucked in at all times. "Princess" cut and polo shirts should not be tucked in.
- Skirts, skorts, and shorts should be zipped and hooked or snapped and must be *no shorter than 3"* from the top of the knee both in front and in back.

- All sneakers must be neat and clean. Socks should be white, navy, or black without designs, stripes, or logos.
- Appropriate undergarments should be worn at all times and should not be exposed or visible through clothing. This includes t-shirts and tanks under blouses, as well as shorts under skirts.
- No pajama pants are allowed anywhere on campus, not even to travel from the car into the building.
- We have several warm uniform pieces. Students should be sure to have a uniform blazer, sweater, jacket, or fleece with them on cold days. Immediately upon entering the building, students should remove sweatpants and non-AGS coats.
- If a student is wearing her uniform inappropriately (oxford not tucked in, skirt rolled), she will be asked to correct the situation. If she cannot get into uniform (her shirt is too short or too tight, she has on non-uniform shoes, her skirt cannot be zipped, snapped, or hooked, or she does not have a shirt on under a sweater or a fleece), she will be removed from class and referred to the Division Director who will call her parents/guardians. If a student repeatedly refuses to follow the uniform code, AGS will view her behavior as a sign of disrespect. The advisor will notify the Division Director. Consequences may include removal from class or removal from school for the remainder of the day.
- Hair should be kept clean and out of the face. Extreme, partial, or unnatural hair color is not permissible. Hair, make-up, jewelry, and nail polish should not create a significant distraction or disruption in the classroom. No visible graffiti, writing on body parts, or tattoos, are allowed. Piercings are limited to the earlobe only. All other piercings must be removed while on campus. For a definition of acceptable modifications of a student's appearance, please see the Division Director.

Formal Uniform

AGS will have a formal uniform day on Wednesday of each week, unless otherwise noted. The formal uniform is as follows:

- **Upper School**
 - Grey kilt, skirt, or grey slacks for Seniors
 - Upper School plaid skirt for 9th through 11th graders
 - White button down blouse (oxford or overblouse)
 - Optional navy sweater (pullover, cardigan, or vest) worn over a white blouse
 - Socks (white/navy/black crew or white/navy knee-high) or tights (white/navy/black)
 - School approved shoes (sneakers not permitted)
 - Optional navy blazer
- **Middle School**
 - Middle School khaki skirt or skort, or khaki pants
 - White button down blouse (oxford or overblouse)
 - Optional navy sweater (pullover, cardigan, or vest) worn over a white blouse
 - Socks (white/navy/black crew or white/navy knee-high) or tights (white/navy/black)
 - Predominantly white, navy or black supportive sneakers/athletic shoes, classic saddle oxfords (in white and black)

Middle School girls will wear supportive sneakers (or running shoes) five days per week; no other shoe should be worn to school, unless the classic saddle oxfords (in white and black) are preferred. The sneaker color must be predominantly white, navy blue, or black with shoe lacings that are the same color as the sneaker—white, navy blue, or black. A small logo is acceptable (i.e. the Nike swish, the N for New Balance, the Saucony wave, etc.). Ideally the logo would be in the same color as the sneaker, but this is not mandatory. Logo color should be white, black, navy, or other neutral colors such as grey or shades of brown; no flamboyant or neon-colored logos will be allowed. The sock choice remains the same: crew socks (white/navy/black without designs, stripes, or logos) or knee-high socks (white/navy/black) or tights (white/navy/black).

Dress Down and Dress Up Days

Dress down or dress up days are announced in advance. Students are asked to contribute either monetarily or with specific product needs to participate in each dress down day. Funds support Circle of Sisters' service projects. Students are not permitted to wear any of the following items: shorts, dresses, or skirts that are shorter than 6" above the top of the knee in front and in back, running shorts, spaghetti straps, halter tops, tube tops, bare midriff shirts, exposed bra straps, high heels, flip-flops (or any backless shoes or sandals), or jeans that are torn.

Physical Education Uniform

- The PE uniform consists of a grey screen-printed PE shirt and blue screen-printed PE shorts or sweatpants. All students are required to wear the regulation PE uniform during PE classes.
- All PE shirts must have the student's last name written across the back and above the logo on the front, left breast. This can be done with a thick fabric pen or with iron-on letters. PE shorts must be labeled with the student's name.

Spirit Wear and AGS Athletic Wear

On certain days of the school year, students will be allowed to wear appropriate AGS Spirit Wear tops with uniform bottoms. These days are announced in advance. Acceptable Spirit Wear items with the current AGS logo are available for purchase through the AGS Spirit Wear Store. AGS athletes may wear team shirts/sweatshirts/jackets on game days. Team sweatshirts and jackets may be worn any time, even out of season, but never on formal uniform days.

Acceptable Uniform Pieces

Skirts/Skort	<p>Middle School:</p> <ul style="list-style-type: none"> • Regulation khaki skort (no shorter than 3” from the top of the knee in front and back) • Regulation khaki skirt (no shorter than 3” from the top of the knee in front and back) <p>Upper School:</p> <ul style="list-style-type: none"> • Regulation Plaid skirt, (no shorter than 3” from the top of the knee in front and back) • SENIORS ONLY: Charcoal Grey Kilt or Grey Skirt or Charcoal Grey Slacks
Shorts <i>(Middle School Only)</i>	Regulation Khaki Pleated or Fashion Fit Shorts (no shorter than 3” from the top of the knee in front and back) **Cannot be worn on formal dress days**
Slacks	Regulation Khaki Pleated or Fashion Fit Slacks
Blouse	<ul style="list-style-type: none"> • White Oxford Button Down with AGS logo (short or long sleeved) • White Princess Overblouse with AGS logo (short or long sleeved)
Polo (knit shirt)	<ul style="list-style-type: none"> • Navy/ White Pique Knit Polo Shirt with AGS logo (short or long sleeved) • Navy/ White Fashion Fit Polo with AGS logo (short or long sleeved) <p>**Cannot be worn on formal dress days**</p>
Sweater	<ul style="list-style-type: none"> • Navy V-Neck Pullover or Sweater Vest with AGS embroidered logo • Navy Button-Down Cardigan with AGS embroidered logo <p>**Must be worn over an AGS shirt**</p>
Sweatshirt	Navy Crewneck with current AGS embroidered logo (Parents' Circle) **Cannot be worn on formal dress days and must be worn over an AGS shirt**
Blazer	Navy Blazer with AGS embroidered logo (suitable for everyday or formal uniform days) <i>(Optional for Upper School Only)</i>
Fleece & Jacket	<ul style="list-style-type: none"> • Navy fleece with AGS embroidered logo • Navy nylon jacket with AGS embroidered logo • Navy jackets from AGS Spirit Wear Store with AGS embroidered logo <p>**Fleece cannot be worn on formal dress day, and all must be worn over an AGS shirt**</p>
Socks & Tights Privacy Shorts	<ul style="list-style-type: none"> • Crew socks (white/navy/black w/out designs, stripes, or logos) or knee-high socks (white/navy/black) • Footed, white, black or navy tights (leggings and footless tights are not acceptable) bottoms of any • Navy privacy 'bike' shorts (required under skirts)
Shoes	<p>Middle School</p> <ul style="list-style-type: none"> • Classic saddle oxfords (white and black only) • Predominantly white, navy, or black sneakers/athletic shoes for support <p>Upper School</p> <ul style="list-style-type: none"> • Black, simple ballet flats or loafers • Classic saddle oxfords (black and white only) • Tan or chocolate Sperry Topsider (or topsider-style shoe in the same colors) • Sand-colored, low-top Wallabees (or Wallabee-styled shoes in the same color) • Predominantly white, navy, or black sneakers/athletic shoes, or white low top

	Converse **No athletic shoes can be worn on formal dress days**
Accessories	Cross ties and neckties in navy or regulation plaid are acceptable. **Cannot be worn on formal dress days** All other accessories must be tasteful and within uniform guidelines.

Technology Use

AGS is committed to the use of technology in the academic program to enhance creativity, expand learning opportunities, and conduct scholarly research. Students are instructed in the positive use of technology tools including iPads and laptops, as well as social media, and experience both the privileges and responsibilities associated with the use of technology in our community. AGS core values of responsibility, respect, community, safety, integrity and honesty should be reflected in our students' use of school hardware and network resources. Technology use is governed by our Community Membership Trust Agreement and Honor Pledge; inappropriate use of school resources will be reported to the Division Director. Consequences for violation of the Community Membership Trust Agreement, Honor Code, and technology guidelines may include loss of use of laptop or iPad, in-school suspension, dismissal, or referral to appropriate law enforcement entities.

By signing the Handbook Agreement, parents and students acknowledge that they understand and accept the guidelines below.

Guidelines for Technology Use at Atlanta Girls' School

- The technology office must be informed of theft or accidental damage to school iPads or laptops within 48 hours of loss or damage.
- Students should operate all devices using good sense, good manners, and good judgment. When using social media, students should be aware that privacy does not exist.
- Each student should practice appropriate Internet safety in order to protect herself and the entire AGS community. AGS will not tolerate the use of social media, email, chat rooms, texts, photos, or other internet platforms as a means to harass, bully, or embarrass any student, parent, faculty member, or administrator.
- The use of the school's network for non-academic purposes is prohibited. Downloading of movies, music, TV shows, or the streaming of such content outside of classroom instruction is not allowed unless supervised by a teacher.
- Each student should protect her computer, email, and school accounts with a strong password and should not share this password with other students.
- Students should not use computers in a manner that violates the law or exposes them, AGS, or anyone else to liability of any kind. This includes, but is not limited to, use of proxy servers to circumvent school network controls, plagiarism, posting of inappropriate or damaging material, creation of fictitious online profiles, sharing inappropriate photos across the web, and inappropriate downloading, sharing, or use of copyrighted content.
- Students should not use social media platforms during school hours (Facebook, twitter, snapchat, tumblr, instagram, etc.). Students should use media platforms only when directly supporting an academic purpose.
- Students should take care of their devices at all times. They should not place their devices on the floor or leave them unattended. Students should always handle their devices with care when transporting them.
- AGS does not back-up student's files. It is the student's responsibility to do so. When laptops or iPads must be serviced or software re-loaded, the school cannot guarantee that student's data will be backed-up. AGS is not responsible for any data loss (music, photos, documents, movies, etc.) that may occur due to hardware failure or damage.
- All girls must adhere to the policy of only teacher-directed use of technology in the classroom.

Common Spaces, Lockers, and Personal Property

Both the private property of students and the property of the school are to be respected by students. Defacement, destruction, and theft are illegal and are serious offenses in our community. Any student involved in such activities

will be subject to disciplinary action and will also be responsible for making restitution. In severe cases, legal action could be taken. AGS cannot be responsible for lost or stolen property. Students should not leave personal items unattended in school, on buses, or on campus.

Common Spaces

Common spaces are to be kept free of all personal items. All student possessions must be stored in the student's locker, neatly in her advisor's room, or in another area designated by the Grade-Level Dean. Any items left in common areas will be confiscated. Exceptions are in the Upper School Student Center and The Retreat. Upper School students may leave their book bags in these spaces; however, all personal belongings should be stored in book bags or athletic bags and placed along a side wall so as not to block doorways or bookcases. Any items not properly stored will be confiscated.

Personal Storage

Each student is provided a locker for storage of personal items including books, backpacks, coats, and other items. Items that do not fit inside lockers should be placed neatly in the student's advisory. No backpacks or bags should ever be left in the hallway. Students are responsible for the condition of their assigned lockers and any damage that occurs. Lockers may be decorated on the inside with magnets and other non-permanent items. Wrapping lockers for celebrations is a tradition at AGS. Wrapping paper should be hung with non-marking tape and should be removed when it becomes tattered or within a reasonable time. Limited locker magnets in good taste are permitted on the outside; message boards should remain inside.

Dining Room

AGS students may order lunch from Smart Lunches and Parents' Circle, or they may choose to bring a lunch to school. Students are expected to be well mannered in the dining room, to clean up after themselves, and to leave tables clean. Middle School students may eat lunch in the dining room or, with permission, in the outside eating area between the main building and the science labs. Upper School students are permitted to eat in the Upper School Student Center, in The Retreat, on the patio, in the garden, or, with permission, in classrooms. Seniors may eat in the Senior Lounge.

Upper School Student Center and The Retreat

Before and after school and during study periods, Upper School students may use the Upper School Student Center, The Retreat, the patio, and the garden area. The ravine and bridge behind the school building are off limits to students. Students are expected to keep the Student Center, The Retreat, the patio, and the garden area clean and to respect these shared spaces. Closed book bags may be neatly stored in the Upper School Student Center. No personal belongings, including book bags or computers, are to be left in The Retreat. The use of common areas is a privilege and can be suspended or revoked at any time if the spaces are not used appropriately. Middle School students without specific permission should not visit the Upper School common areas.

Copy Machine

Students are not permitted to use copy machines on campus. No copying will be done for a student.

School Elevator

The elevator outside the media center is not available for student use unless a medical need requires access. A physician's note must be on file with the advisor for a student to have permission to ride the elevator.

Gum Chewing

In order to avoid gum on furniture and floors, gum chewing is not permitted at AGS.

Drugs, Tobacco, Weapons, and Alcohol

Use of Alcohol and Other Drugs

While laws on substance abuse are clearly for the protection of all, Atlanta Girls' School recognizes that substance use and abuse is frequently indicative of an individual's personal struggles. Our goal is to assist students in their maturation process. AGS works with families to help students accept responsibility for making healthy personal choices. Concerns about a student's possible involvement in substance abuse will be communicated to the student's parents. These communications, however, do not preclude applicable disciplinary and possible legal action being

taken if a student is found in possession or under the influence of drugs or alcohol at school or at a school-related event. This disciplinary action may also apply to misuse of prescription or over-the-counter drugs. Consistent with AGS's views that students represent the school outside of regular school hours and events, if drug or alcohol use at other times comes to our attention, consequences may also apply.

Students should not have any medication, prescription or over-the-counter, in their possession while at school or at a school-related event. All medications are to be dispensed only through the front desk personnel or school nurse. Misuse of over-the-counter medications (e.g. cold medication or aspirin) is strictly forbidden. Possession and/or use of any other medicinal substances are also strictly forbidden. This includes, but is not limited to, herbal substitutes for prescription medication.

Possession, distribution, or use of alcoholic beverages for people under 21 or illegal or controlled drugs of any kind (including tobacco) are illegal and, while under school jurisdiction, forbidden. Additionally, the state of Georgia designates all schools and the real property within 1000 feet of the site as "Drug Free School Zones." Being under the influence of drugs or alcohol is also forbidden.

Under no circumstances is it permissible for students or persons under the age of 21 to have alcoholic beverage containers or drug paraphernalia of any kind on any part of campus. Purchasing or selling drugs or alcohol is a serious legal offense. The range of disciplinary consequences for these offenses includes but is not limited to suspension, expulsion, and the denial of a student's opportunity to re-enroll for any succeeding year at Atlanta Girls' School. The school reserves the right to initiate legal prosecution or to contact legal authorities if it sees fit.

Weapons and Firearms

Atlanta Girls' School is considered a school safety zone and parents, students, employees, and visitors are prohibited from possessing or carrying a weapon [1] while on campus, even in one's automobile unless expressly allowed under O.C.G.A § 16-11-127.1(c).

Possession of a weapon of any kind on Atlanta Girls' School property by an employee in violation of this policy is grounds for immediate termination and could lead to criminal charges. Possession of a weapon of any kind on Atlanta Girls' School property by an employee is not only a violation of this policy as set forth in the Employee Handbook, but it is also inconsistent with the Mission Statement, Vision Statement, Atlanta Girls' School Values, and its policy on workplace and student safety.

Possession of a weapon of any kind on Atlanta Girls' School property by a student in violation of this policy is grounds for immediate disciplinary action, up to and including expulsion. As members of the Atlanta Girls' School, students are expected to uphold the Atlanta Girls' School's five core values: Responsibility, Respect, Community, Safety, and Integrity and Honesty. A violation of the weapons policy directly conflicts with those core values and negatively affects the learning environment for other students. A violation of this policy may also be a criminal offense, and Atlanta Girls' School reserves the right to notify the police.

Any parent or visitor in possession of a weapon of any kind on Atlanta Girls' School property is in violation of this policy and will be asked to leave immediately and police may be notified. In the Enrollment Agreement, each parent agrees to be bound by the rules and policies of Atlanta Girls' School. A violation of those policies, including this policy, may cause the admission and continued enrollment of a student at Atlanta Girls' School to be suspended, withdrawn or terminated.

The safety of Atlanta Girls' School students and employees is of paramount importance and any actions inconsistent with school safety, including violations of this policy, will be addressed swiftly and severely. Anyone who becomes aware of a violation of this policy must immediately report the violation to an employee of the Atlanta Girls' School, the Head of School if possible.

[1] The term weapon is consistent with the definition of weapon found in O.C.G.A. § 16-11-127.1(a)(1) and includes any pistol, revolver, rifle, shotgun, any weapon designed or intended to propel a missile of any kind, any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club, or other bludgeon-type weapon, any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental

dart, or any weapon of like kind, any stun gun or taser, and any other dangerous object or object that can reasonably be considered a weapon. This definition excludes any of these instruments used for classroom work specifically authorized in advance in writing by the teacher or the Head of School.

Seizure and Contraband

To safeguard its property, and the property and safety of its employees and students, Atlanta Girls' School reserves the right to question employees and all other persons entering and leaving the premises and to inspect any packages, parcels, purses, handbags, briefcases, lunchboxes, backpacks or any other possessions, belongings, or articles carried to, on, or from the School's property.

In addition, Atlanta Girls' School reserves the right to search any employee's office, furniture, desk, drawers, files, locker, vehicle, or any other area or article on the school's premises. All offices, furniture, desks, drawers, files, lockers, and similar items are the property of Atlanta Girls' School and may be used by employees only in connection with their work for Atlanta Girls' School. Inspections may be conducted at any time at the discretion of the Head of School.

No student may possess any illegal substance, object, or contraband that constitutes a threat to the health, safety, or welfare of any person or persons on school property or at school-related events. Contraband would include all substances or materials prohibited by Atlanta Girls' School policy or state or federal laws, including but not limited to controlled substances, drugs, alcoholic beverages, cigarettes, aerosol cans, guns, knives, weapons or incendiary devices. In addition, no student may have any medication, prescription or over-the-counter, in their possession while on school property or at school-related events. All medications are to be dispensed only through the front desk personnel. Atlanta Girls' School reserves the right to search a student's desk, locker, backpack, lunchbox, coat, vehicle, or any other storage item or area on school premises. All items deemed to be illegal, illicit, disruptive, a general nuisance to the educational process, or the possession of which violates Atlanta Girls' School policy may be confiscated by an employee of the Atlanta Girls' School. Storage, return, or disposal of such items shall be at the discretion of the Head of School or the Head's designee, subject to legal impoundment. The student's parents will be notified of the search as soon as reasonably practicable. All personal searches will be performed in a manner that respects the norms of decency and the emotional maturity of the student.

Tobacco Use

Students are not permitted to use tobacco during school or at any school-sponsored events. This regulation is in effect not only during the school day, but also during after-class hours, school dances, athletic events, and off-campus trips. Students found using tobacco will be subject to disciplinary action. Atlanta Girls' School is a smoke-free campus. Possession of cigarettes is illegal for minors in the State of Georgia. Smoking is also recognized as one of the leading causes of premature death. Again, an AGS student represents the school outside of regular school hours and events: if tobacco use at other times comes to our attention, students may face consequences.

Study Period and After School Conduct

Campus Boundaries and Leaving Campus

All students are expected to remain on campus until they officially depart for home. Our campus does not include the woods and the ravine behind the school building, nor the bridge to the Speech School campus. **Students are not to be unsupervised on or across the bridge or on the stairs to the ravine at any time.**

- **Middle School**
Middle School students are not allowed to leave campus unless involved in a school-sanctioned activity or in the care of a parent, guardian, or authorized caregiver.
- **Upper School**
During 9th through 12th grade years, Upper School students are allowed, with parent permission forms on file, to sign out and to walk off campus to the library or nearby restaurants. They must sign back in upon their return.
- **Senior Off-Campus Privileges**
Seniors may leave campus during a lunch period if their lunch period is scheduled next to a free period. To do so, they must have a senior privilege form on file with the Director of Upper School, and they must sign

out at the front desk and sign back in when they return. Students may not walk off campus without the express written permission of a parent or guardian. If a student lives near AGS, she may submit a letter signed by herself and her parent(s) to her advisor and the Director of Upper School to request that she be allowed to walk home at the end of the school day. If the request is approved by the administration, this letter will be kept on file with the student's advisor.

Tutorial and Study Period

Tutorial is available to all students three days per week, from 9:15 - 9:45 a.m. Only Upper School students have scheduled study periods. Study periods may be used by Upper School students to receive help from individual teachers, participate in individual study either alone or in proximity to teachers, or participate in group work on class projects. Those students may work in the Upper School Student Center, Horizon Center, The Retreat, teachers' classrooms, the patio, or the garden. Seniors may also work in the Senior Lounge. Students should use both tutorial time and study periods wisely, be engaged in active, quiet study, and be respectful of peers attempting to seek help.

Phones, Cell Phones, MP3 players, iPods, iPads, and Email

When students are in class, they are expected to give their attention to the lesson and work at hand. Cell phones brought to school must remain off and stored inside lockers or backpacks. (See division policy below.) If a student has an emergency and needs to place a call during the day, she may ask permission to use a classroom phone or the phone near the front desk. If there is an emergency or urgent situation at home, we ask parents or guardians to partner by notifying the front desk rather than alerting the student via cell phone.

- **Middle School Policy:** Cell phone use is prohibited for all Middle School students between the hours of 8:00 a.m. and 3:00 p.m. School phones in the offices, classrooms, or other areas may be used only with the express and specific permission of the faculty or staff person for whom the phone is provided. Parents should communicate family emergencies and urgent messages to the front desk, who will notify the student and appropriate faculty. In the event of a family emergency, students may use the phone near the front desk with the permission of the front desk. The use of non-school approved electronic devices, including iPods, is prohibited during the school day except with the express permission of the supervising teacher. Sending emails and text messages during class is prohibited and is subject to consequences. If a Middle School student uses a cell phone between the hours of 8:00-3:00, the phone will be confiscated and turned in to the Director of Middle School.
- **Upper School Policy:** Upper School students may listen to music on their iPods, computers, or cell phones with the use of headphones during lunch periods and study halls or in classes with teacher permission. Music should not be played loudly enough for anyone else to hear. Music should be turned off and headphones/ear buds removed before students enter hallways or classrooms. Upper School students may use cell phones during lunch and study periods only. They are to restrict cell phone use to the outside of the building, in the glass enclosed stairway area on the Upper School level, in the Upper School student center, or in The Retreat. If the phone is not off and stored, or if the cell phone is being used during a restricted time or in a restricted place, the phone will be confiscated and given to the Director of Upper School.

Student Parking

AGS students with a valid driver's license are eligible to obtain parking passes from the Executive Assistant to the Director of Upper School. The permits are valid for one school year and must be renewed each year. All students must follow the parking regulations listed below. The regulations are designed to preserve our positive relationship with St. Luke Lutheran Church, as well as the safety of our students. Failure to follow these regulations will result in the loss of parking privileges.

AGS Student Parking Regulations

- Students in good disciplinary standing may receive parking permits.
- The AGS Parking Permit must be displayed from the rearview mirror of the car.
- ALL students must park at St. Luke Lutheran Church next door. The church is considered an extension of AGS property, and all school rules apply. Students parking in the main school lot will be asked to move their vehicles.
- Students may not park in the row of spaces closest to the church, along the perimeter of the lot, or in the wheelchair accessible spaces.

- Students should obey all posted regulations. The speed limit in the parking lot is 15 mph.
- To enter the school, students should use the steps leading from the church, walk across (not up) the driveway, and walk through the parking lot to the front crosswalk. Students should take care when crossing the car line.
- Students may not congregate in the church lot or leave trash there.
- Students are expected to abide by all applicable laws regarding vehicle operation. A student observed violating any such rules, particularly those rules regarding the number of passengers in the car, may lose the right to drive to school.
- Parking in the AGS faculty and visitor lot is prohibited and may result in the loss of driving privileges, the loss of unsupervised study period or Student Life Block, or both.

Off Campus, Vacation, and Out-of-School Behavior

The behavior of students during vacations and other non-school hours is the responsibility of the parents, and AGS generally will not involve itself in such matters. Nevertheless, AGS may take disciplinary action if a student away from school engages in illegal behavior or conduct that reflects negatively on the school. The range of disciplinary responses available to AGS includes, but is not limited to, loss of privileges, suspension, expulsion, and the denial of the student's opportunity to re-enroll for any succeeding year.

EXTRACURRICULAR ACTIVITIES

A variety of athletic teams, school clubs, drama productions, and after-school activities are provided for students. Participation in school activities is highly encouraged, but students involved in activities should realize that they have a responsibility for regular attendance and consistent participation. Atlanta Girls' School encourages students to develop and practice their talents, interests, and skills in athletics, performance arts, publications, and other clubs. The Fine Arts department prepares upper and Middle School productions during the year. Productions are varied to enable students to participate in different types of performances. All students are encouraged to attend athletic events and fine arts performances. Many field trips and other social activities are also arranged for students after school hours based on student interest.

Athletics

The goals of the Atlanta Girls' School athletic program are to offer a rewarding experience and to develop the potential of all our students. AGS approaches this goal through emphasis on participation, competition, sports courtesy, team membership, and playing opportunities. Recognizing the distinct differences between Middle and Upper School students and the wide range of individual abilities, the athletic program strives to meet the needs of all when possible. By emphasizing fundamental skills in the Middle School and moving on to advanced competitive experiences in the Upper School, we strive to create the most meaningful seven-year program possible for our students.

Good competitors always play to win; however, they understand that the measure and standard for performance is not just in winning, but also in giving one's best, playing fairly, working together, and having fun. Our teams do best when the students play with intensity and maximum commitment throughout the entire season. We want our students to enjoy competition, to look forward to the challenge of doing well, and to encourage others to do well. Student-athletes are expected to attend all practices and games, to commit themselves to the team, and to work to improve their abilities in the sport. They are also expected to uphold their academic responsibilities. These factors affect playing time at each level.

Coaches are knowledgeable Atlanta Girls' School staff members or citizens of the community. They observe all aspects of safety while giving the athlete and her team the best possible chance for success. The coaches strive to meet the age-appropriate needs of each player. Their job is to try to win while allowing athletes to have fun and to feel good about themselves and their teammates.

Middle School Sports

Coaches of Middle School teams are aware of the range of skills and experiences at this age. For most sports, our intention is to accommodate all skill levels. If numbers permit, two or more levels of teams will be offered. Middle School teams adhere to an “opportunity to play” policy, with the exception of swimming and tennis. No matter how skilled, all members of a Middle School team must fully commit to the team and to their own development. This means attending all scheduled practices and games. Some 8th grade students may be invited to join Upper School teams.

Upper School Sports

In Upper School, both junior varsity and varsity teams are limited to the regulation number for the particular sport; therefore, athletes are selected on the basis of ability, commitment, and attitude. Trying out for a team does not guarantee a spot on the team. Each season, AGS offers an Upper School sport that adheres to a no-cut policy, as long as the athlete is committed fully to the season. No-cut teams for each season are listed below:

Fall – Cross Country

Winter – Swimming (swimmers must be able to swim 100 yards in 2 of the 4 competitive strokes)

Spring – Track and Field

While AGS is dedicated to the development of the whole person, no-cut sports still have many events that limit participation. In these cases, participation will be limited to top performers.

Athletic Code of Conduct

We want to provide healthy competition and cooperation within and between schools. Therefore, demonstrating the best principles of courtesy during competition is expected of all athletes and fans at all times. Failure to do so may result in limited playing time or suspended participation.

Athleticism is dependent upon being in good physical condition and in good health. Therefore, any athlete caught under the influence of using, dealing, or having possession of alcohol or illegal drugs or related paraphernalia will be brought to the attention of the Athletic Director. A meeting with the Athletic Director, the advisor, the appropriate Grade Level Dean, the coach, and the Division Director will be called. Together they will determine what disciplinary action will be taken in accordance with the school’s Drug and Alcohol Policy. The use of tobacco will also warrant disciplinary action.

The AGS athletic program affords our students the opportunity to participate in a well-rounded interscholastic athletic program. Participation on an interscholastic team requires a commitment from the athlete to attend all practices and games. While AGS athletic programs provide for flexibility concerning family obligations, college trips, and academic needs, it should be understood that game participation might be limited when an athlete misses practice or a game. The coach will determine the playing time for each athlete. Repeated absences can result in suspension from the team.

Academic Policy for Middle School and Upper School Athletes

All students who participate in athletics recognize that academic responsibilities take precedence over AGS team participation. They regularly attend Office Hours, even during athletic seasons, and they communicate with teachers in advance of meets or games that necessitate an absence or early dismissal.

As a student-athlete and her advisor confer about grades during advisory, the advisor will notify parents, coaches, and the Athletic Director if academic performance trends downward during the season. A student-athlete who slips into a grade of C- or lower will not be able to participate in practices or games until the student, advisor, and coach agree on an academic improvement plan.

Team Membership

We teach our students the value of being part of a team and the contribution each member must make. All of our athletes are expected to:

1. Develop interpersonal skills: listening, expressing one’s opinion appropriately, following directions, accepting constructive criticism, and supporting teammates and coaches
2. Learn one’s role on the team and the importance of each role to the team

3. Participate in practices and games with full commitment and enthusiasm
4. Demonstrate good sports courtesy: knowing, respecting, and playing by the rules, respecting oneself, teammates, coaches, officials, and opponents
5. Refuse to take unfair advantage of rules or other people
6. Maintain good academic standing

Sports Team Offerings

Upper School

Fall Sports (*August – October*): Cross Country and Volleyball

Winter Sports (*October – February*): Basketball and Swimming*

Spring Sports (*February – May*): Soccer, Tennis, and Track & Field

*US Swimmers must be able to swim 100 yards in 2 of the 4 competitive strokes

Middle School

Fall Sports (*August – October*): Cross Country and Volleyball

Winter Sports (*November - February*): Basketball and Swimming*

Spring Sports (*February - May*): Soccer, Tennis* and Track & Field

*MS Swimmers must be able to swim 100 yards in 1 of the 4 competitive strokes

*MS Tennis players must be able to demonstrate proficiency in all keystrokes of the game and be able to score a match. Given the highly competitive field of our league and the individual nature of tennis, no beginners will be permitted on the team.

When a practice or competition ends after 6:00 p.m., students must be picked up at the end of the event. Please be considerate of AGS teachers and coaches by picking up students on time.

Performing Arts

All students are welcome to take part in the various performing arts opportunities at AGS. Whether as a performer, musician, designer, stage manager, technician, or director, all students will be challenged to create and develop art with others. The success of our plays, musicals, talent shows, and concerts depends on each girl's commitment and focus throughout rehearsals and productions. The performing arts are not competitive in nature, but they can be a strenuous and emotional activity. Girls should be prepared with appropriate clothing and supplies for all rehearsals.

All students who participate in after-school productions recognize that academic responsibilities take precedence over AGS extracurricular participation. Students participating in performing arts should regularly attend Tutorial, even during the weeks scheduled for rehearsals and shows, and they should communicate with teachers in advance of competition or various performances that might necessitate an absence or early dismissal. As a student-performer and her advisor confer about grades during advisory, the advisor will notify parents and the Performing Arts Director if academic performance trends downward during a production. A student performer who slips into a grade lower than a C- will not be able to participate in rehearsals or performances until the student, advisor, and Division Director agree on an academic improvement plan. Students with excessive absences and/or tardies may not be allowed to participate in extracurricular activities for the semester.

A3: AGS Arts Academy

AGS Arts Academy, or A3, is a collaborative effort between AGS faculty and local music and dance teachers to bring expanded fine art offerings to AGS girls. Classes take place after school on Mondays and Wednesdays or on Tuesdays and Thursdays from 3:30 to 4:30 pm. There is a fee to participate in each session. This fee provides professional instruction and class materials (other than instruments). Course details are available on the AGS website at atlantagirlsschool.org/campus-life/arts-academy.

Student Leadership

Circle of Sisters Representatives

Each division, Upper School and Middle School, has its own elected governance group, Circle of Sisters Representatives. This body forms the student government organization at AGS. The group consist of students from each grade level and are charged with thoughtfully and purposefully promoting the core values of Atlanta Girls' School among the student body, as well as participating in the creation of school policy. Circle of Sisters is a high

office, and a member who does not adhere to school rules and does not maintain a clean disciplinary record and a positive spirit may be dismissed from the group.

Social Chairs

Every year, students at each grade level elect two of their peers to serve as social chairs for the grade. This elected body plans activities for the school including dress down days, dances, and other social events and works with the Circle of Sisters to thoughtfully and purposefully promote the core values of Atlanta Girls' School among the student body. As a student leader, any member who does not adhere to school rules and does not maintain a clean disciplinary record and positive spirit may be dismissed from the group.

Earth and Sky Goddesses

Each year, the entire student body elects one student each from Earth and Sky teams to serve as "Goddess." The "Goddess" serves as the center of each family. Goddesses work to create healthy competition and to foster school spirit throughout the year. As a student leader, any girl in this position who does not adhere to school rules and does not maintain a clean disciplinary record and positive spirit may be dismissed from the group.

Clubs

At AGS, students may choose from a variety of clubs. Most club meetings occur during Friday Student Life Block. Each student will be given the opportunity to sign up for clubs during the fall Club Fair. All students are expected to join at least one club. A student wishing to start a new club is encouraged to discuss her proposal with a potential faculty sponsor and the Division Director. **Club membership requires regular attendance at meetings and active participation in and support of club sponsored projects and activities.**

Social Event Guidelines

School Dances and Concerts

Dances and concerts are held from 7:00 p.m. to 10:00 p.m. for Upper School and 7:00 p.m. to 9:00 p.m. for Middle School. Anyone attending a dance must arrive by 8:00 p.m. and may not leave until 30 minutes or less before the dance is over. Once a person has entered the event, he/she may not leave and return to the event. No beverages obtained off campus will be permitted in the event. All attendees must remain in approved areas of the school. When a person decides to leave the event, he or she must leave the AGS campus. Each girl may bring up to five guests, and each girl is responsible for the behavior of her guests. Extra guest slots may not be traded to other students.

STUDENT SERVICES

Advisory

The mission of the advisory program at Atlanta Girls' School is to help the AGS girl develop beyond the classroom and is aligned with our aim to offer an education that empowers girls to reach their fullest potential as global citizens and intellectuals. The advisory program helps to ensure that each graduate of AGS will leave our halls as a young woman with integrity, respect for herself and others, self-discipline, humility, self-awareness, compassion, and courage.

The advisory system is grade-level based. Just as they do in their classrooms, teachers as advisors build and facilitate relationships, actively engage students, plan activities, help each student to identify personal and academic goals, act on teachable moments, reinforce expectations, and help students to become their best selves. Working with advisors, teachers, and the Grade-Level Dean, the girls in each grade form a supportive community. Each student's advisor is her advocate and serves as an essential communication link between home and school, for the advisor is the person on campus who knows best each of his/her students.

Advisories meet three times per week.

Student Life and Wellness

Led by Grade Level Deans and Division Directors, the student life program provides appropriate educational opportunities around social responsibility, community awareness, leadership, and moral and character growth and development. Programming is geared toward the overall development of each student, promotes a social environment in which students interact in positive ways, provides opportunities for appropriate social interaction at all levels, and creates a strong community for students and their families. AGS promotes healthy discipline and relationship building across grades through student clubs, organizations, service projects, and non-athletic extracurricular opportunities, including student government.

Atlanta Girls' School provides programming to facilitate each student's development of a healthy self. Health is not limited to the physical and emotional aspects of each student, but also applies to her social, mental, spiritual, and environmental health. The Physical Education Department promotes overall wellness through programs for students, teachers, and parents. The Learning Specialist oversees the Student Educational Plan (SEP) implementation. Atlanta Girls' School does not have a licensed counselor or therapist on campus. We have a team of people who work together to meet student and family needs which includes Advisors, Grade Level Deans, Learning Specialist, School Nurse, College Counselors, and other administrators. There are trusted adults at AGS with whom students have strong relationships and can turn to for support. Pending the particular emotional needs of the students, we closely partner with families to determine the appropriate next steps to meet the students' needs.

Any student who has concerns about another AGS student potentially harming herself or another person is encouraged to speak with her advisor, a teacher, or an administrator about her concerns. A student uncomfortable speaking with a faculty or staff member at school is encouraged to talk with her parents, her doctor, or another adult.

The State of Georgia requires that professionals and volunteers who work with children report reasonable suspicions of child abuse. Atlanta Girls' School is committed to the protection of all students and to compliance with this law.

College Counseling

This program provides direction and guidance for all Upper School students with their college planning process. We work with each student to encourage her to think about her Upper School experience as a time to develop and hone her academic skills and to identify and pursue a passion. This formally begins in the winter of the 8th grade year with an Upper School planning session with the Director of Upper School. In the 9th grade, students are encouraged to understand the college admissions process and to set appropriate goals for themselves as they consider college

applications. College counseling sessions for students and parents at various grade levels are held throughout each year. The formal college counseling program begins during a student's junior year as students embark together on a class trip in which they tour colleges. This experience helps students to begin to formulate their thinking on the types of schools they want to consider.

AGS College Counseling Highlights

- **Sage Advice** is an evening program for all Upper School students and their families featuring a lively panel discussion by college admissions representatives.
- **Paying for College** is an evening program for all Upper School students and their families featuring guest speakers on topics such as college grants, scholarships, loans, and work-study programs.
- **Colleges Visit AGS:** Every year over 85 college admissions representatives visit the AGS campus. Meetings with the representatives are open to all sophomores, juniors, and seniors.
- **College Fairs:** All juniors, as a group, will attend College Day (hosted by The Westminster Schools). Upper School students are encouraged to attend the National College Fair held in Atlanta each January. (AGS serves in the college counseling informational booth for this program.)
- **Atlanta Invitational Case Studies Program:** All juniors and their families are invited to a special "mock admissions committee" program and college fair. (AGS serves on the steering committee for this program.)
- **Thinking Ahead Toward College:** This is a special program for AGS freshmen and sophomores held during the school day and featuring a fun and interactive presentation by a college admissions representative.
- **Junior & Senior College Nights:** Junior College Night is a special evening for AGS juniors and their families that features an introduction to the college exploration process and a discussion of how to plan for standardized testing during the junior year. Senior College Night is held early in the school year for AGS seniors and their families. Nuts and bolts of the college application process are discussed.
- **Standardized Testing Preparation:** Upper School students are introduced to standardized testing environments by taking the PSAT (taken in 9th, 10th, and 11th grades) and the PLAN (taken in 10th grade).
- **Winterim SAT & ACT College Entrance Exam Course at AGS:** This is a 2-week SAT prep class offered (for a fee) during Winterim, and the class is open to freshmen, sophomores, and juniors.
- **College Application Essay Support** is provided through 12th grade English classes.
- **Student-Parent/Guardian-Counselor Conferences** begin in January of the junior year. Additional conferences are always welcomed and can be scheduled by contacting the College Counselors.

Reporting Disciplinary Infractions

Upon direct request from colleges for information pertaining to your discipline record (this request will often appear as a question on the college application), you should honestly and fully disclose if you have been subject to a disciplinary response including probation, suspension, dismissal, or withdrawal from AGS. Upon request from the colleges for information pertaining to a student's discipline records (or request by the student), AGS will respond and disclose if a student has been subject to a disciplinary response including but not limited to probation, suspension, dismissal, or withdrawal from AGS. If this is an issue for you, you should work closely with the College Counselor, the Grade Level Dean, and the Director of Upper School to ensure that you and AGS are responding in a consistent and thoughtful manner. If your disciplinary status changes after the filing of college applications, you have the opportunity and the obligation to inform all colleges to which application materials have been previously submitted or the college to which you have submitted an enrollment deposit. You should notify the college or colleges within 10 days from the date of the change in status. If AGS was previously asked to report your disciplinary status then, following such 10-day period, the College Counselor, the Grade Level Dean, or the Director of Upper School will notify colleges in writing that your status has changed and the reason for the change including a description of the disciplinary infraction and the ensuing consequences. The college admission representative will be directed to the student and the family for further information. This policy is in compliance with the National Association for College Admissions Counseling's Statement of Good Practices.

Lunch Options

Students may bring a lunch from home or buy lunch by ordering in advance. When bringing a lunch from home, consider bringing one that does not require the use of a microwave oven. Students will not be given extra time in lunch to allow for lines at the microwaves.

Parents' Circle Pizza Lunch (Monday)

AGS Parents' Circle provides a pizza lunch option on Mondays only. This is a fundraiser that benefits all AGS programs. The pizzas (including gluten-free options) are provided by DaVinci's Pizza. Visit the parents page on the AGS website to locate the online order form. If you have any questions, please contact PC Lunch Coordinator, parent Sue Roberts, at sueroberts425@outlook.com.

Smart Lunches (Tuesday - Friday)

On Tuesday through Friday, students have the option of ordering lunch through the Smart Lunches program. Visit www.smartlunches.com to sign up and order lunches. The Smart Lunch menu changes every day and always contains at least five lunch options. Over 45 unique lunch options are offered within a three-week period, and new lunch options are always being added based on feedback. Families can choose a cost-effective monthly meal plan or just order on the days they need Smart Lunches the most. Questions? Email Smart Lunches at support@smartlunches.com or call us at 1-888-25 SMART.

Health Services, Medication Procedures, Action Plans, Immunization Records, and Annual Physical Forms

Health Services

Atlanta Girls' School employs a full-time registered nurse on campus. All students who feel too ill to attend class must report to the office of the nurse. Parents of students who become ill or injured will be contacted by the nurse; a student may NOT contact her parent(s) on her own to come pick her up unless it is approved by the nurse to do so. Not following this protocol will be considered a student infraction. If a student is unable to attend classes, parents are expected to make arrangements to pick up their child. In the event of an emergency, students will be referred to the appropriate medical facility. No group insurance plan is available through the school. Parents and students are strongly urged to secure health and accident insurance that will cover their daughters in the event of illness, accident, or other emergency as the school will not be financially responsible for expenses resulting from such occurrences.

The following guidelines should be considered when making a decision to keep a child home from school:

Fever: The student should remain home if she has a fever greater than 100.4 degrees. The student may return to school after she has been fever free for 24 hours (without fever-reducing medicine such as Tylenol or Motrin).

Diarrhea/Vomiting: A student with diarrhea and/or vomiting should stay at home and return to school only after being symptom free for 24 hours.

Medication Procedures and Action Plans

The school supervises the dispensing of all medicines, including over-the-counter medications. The nurse and front desk personnel will dispense all medication; therefore, all student medicine will be stored in the infirmary.

For acute or long term medications to be administered during school hours, an Authorization to Administer Medication Form must be provided, signed by a physician. The Authorization to Administer Medication Form can be found on the parent page on the AGS website.

Students requiring medication or intervention for allergies, food allergies, diabetes, seizure disorders, asthma, and chronic illnesses will have an action plan (located on the parent page of the AGS website) on file with the school nurse.

Immunization Records and Annual Physical Form

All students are required to have up to date immunization reports and a Pre-Participation Physical Evaluation Form (located on the parent page of the AGS website).

PARTNERSHIP BETWEEN HOME AND SCHOOL

Each girl comes to AGS in a unique situation as a student, athlete, community member, and potential leader. To help her reach and achieve her best self, AGS is committed to building strong partnerships with families. As part of signing the Enrollment Agreement, each family accepted the following terms:

I/We understand that by signing this Enrollment Agreement, we are agreeing for ourselves and our student to accept and be bound by the rules and policies of AGS as they now exist or as they may be hereafter amended. The admission and continued enrollment of the student at AGS and participation in its activities are privileges, which may be temporarily or partially suspended, totally withdrawn or terminated by AGS at its sole discretion (a) should there be a default under any of the terms of the Enrollment Agreement; (b) for academic or disciplinary reasons; (c) for the failure of the student or her parents to fully comply with the rules and policies of the school; (d) for such other reasons as AGS may reasonably determine to be in the best interest of the health, safety, well-being, and orderly learning environment of students, faculty, or staff.

I/We also understand that the support of the parent(s)/guardian(s) of the Student is critical to AGS successfully serving the Student and the continued enrollment is therefore also subject to the maintenance of a positive, effective, and constructive relationship between AGS and the parent(s)/ guardian(s). Specifically, I/We agree to abide by all policies and procedures of AGS, whether or not in the Community Handbook, as communicated from time to time to us by authorized school personnel.

The pre-teen and teen years for girls are filled with changes that often require coordination, cooperation, and mutual trust between the school and the family. AGS anticipates the needs of girls and is equipped to work proactively with families for the benefit of students. A number of different methods are used to build the partnership between school and home, and parties on both sides have responsibilities to keep the other informed.

Communication

Contact Points and Protocol

- For questions or concerns about a student's experience at school, **contact the advisor.**
- For concerns with academic progress, contact the advisor.
- For questions or concerns about a specific academic class, **contact the teacher** and copy the advisor.
- For questions or concerns about discipline or issues relating to the entire grade level, **contact the Grade Level Dean and the Division Director.**
- For questions or concerns about EDLS or student programs, **contact the Division Director.**
- For questions about academic schedules or policies, **contact the Registrar or the Division Director.**
- For questions about sports, **contact the team Coach or Athletic Director.**
- To advise that your daughter will be late or absent or needs to leave school early, **contact the front desk and copy the advisor.**

Email is the most effective way to reach teachers (including advisors); most do not take or make telephone calls during the school day. AGS faculty strives to respond to all emails within 24 hours; only in rare cases will more time elapse before teachers reach out to families with questions. **Generally, absent an emergency, families should not contact students during the school day, and contact with students should never be made via the student's cell phone. Such contact interrupts learning and directly or indirectly may undermine efforts to teach children personal responsibility. If there is an emergency or you need to contact the front desk, please call the front desk at 404-845-0900.**

Advisors

The advisor's role in communication is central to a constructive parent-school relationship and to establishing a community of trust and care that extends beyond the classroom. Students have opportunities for both one-on-one and small group interactions with advisors. For communication purposes:

- *The advisor is the first person a parent should contact with issues affecting a student that are non-classroom related.*
- The advisor is the *second* person (after the classroom teacher, coach, or club advisor) that a parent will contact with any concerns about academic classes or school activities.
- The advisor is likely to be the first person a parent will contact about general issues such as family crises, illness, achievements outside of school, and other general concerns.

The advisor will notify the student's teachers and coach if there are issues that will affect her performance or attendance. To maintain the close sense of community so central to Atlanta Girls' School's culture, the advisor will likely also notify the Grade Level Dean, Academic Dean, and Division Director in such instances.

Advisors should be made aware of any special circumstances or learning issues that may affect the student's life at school; please make requests for special accommodations through advisors, and advisors will initiate and manage the development of individual accommodations under the oversight of the Learning Specialist and the Academic Dean.

While the advisor may intervene with teachers or facilitate discussions among students when appropriate, understand that an advisor's role includes building the student's own ability to assert herself constructively into situations and predict and experience the consequences of her actions in a safe environment.

Deans

Grade Level Deans, the Learning Specialist, the Academic Dean, and the Division Directors work in tandem to address specific needs of students with an understanding of the developmental needs of students at particular grade levels. The Deans and Division Director oversee initiatives, track the academic well-being of each student, are involved in daily discipline, and make certain that all students find a place and are celebrated and supported in this community. All parents and guardians are strongly encouraged to attend all parent meetings. At the meetings, Deans and administrators will share important information about the students' year, answer questions, and allow parents to get to know each other better.

AGS anticipates that the partnership developed between school and home will serve as a solid foundation for each student's education. One part of this is home support for the school's policies and practices whether related to activities, academics, or discipline. In rare instances when the partnership breaks down, failure of the family to support school policies and practices can result in suspension or expulsion of the student. This decision is never reached lightly and most likely will occur only after extended discussions.

Student-Parent/Guardian-Advisor Conferences

Student-Parent/Guardian-Advisor conferences are held once per semester. These conferences serve as a formal opportunity for the student, parents/guardians, and advisor to talk about the student's progress on multiple levels and to set goals for the rest of the semester. They will be held in late September and mid-February, and we encourage each student to take the lead in her conference. Additional conferences may also be scheduled through the student's advisor or teacher as needed. Teachers and administrative staff may also request conferences periodically throughout the year.

Birthdays and Other Celebrations

Birthdays and other celebrations at school are best included in the advisory period. These celebrations should be cleared with the advisor ahead of time and should include all members of the advisory. Please do not celebrate individual birthdays during lunchtime with special food or parties. Any flowers or gifts delivered for a student will be held at the front desk until the school day ends.

Supporting Your Student At Home

Preparation for Success

Helping each student take responsibility for her own success is an important goal at AGS. This includes accepting the natural consequences of her actions. We are asking parents not to “rescue” students by delivering items to school that students have forgotten to bring with them. Please help your daughters develop personal responsibility and organizational skills. They should arrive at school with everything they will need for the day, including lunches/snacks, textbooks, projects, and PE uniforms. We expect that a student who forgot something at home that is needed will connect with her teacher, advisor, Grade Level Dean or Division Director to work out her issue. A student should not contact her parent(s) on her own to ask them to deliver her items—doing so is considered a student infraction, necessitating reflection.

Homework

We encourage the active support of parents/guardians in all facets of their daughters’ education at AGS. Parents can be helpful with homework in several ways:

1. Set aside and protect time and space for homework to be completed.
2. Encourage your daughter to avoid distractions such as TV, radio, email, text messaging, social networking, and phone calls during homework time. Parents/Guardians can help by ensuring all televisions, computers, and phones are in common areas of the home, not in a student’s bedroom.
3. Use questions to prompt problem solving on difficult assignments, rather than solving problems for your daughter.
4. Encourage your daughter to pay attention to details like proofreading, neatness, and completeness.
5. Set weekly, daily, and monthly calendars to allow for family events and activities to occur along with school assignments.
6. Help your daughter to use her time effectively on long-term assignments.

Although actual tutorial assistance is necessary occasionally for some girls, each girl’s work should be her own. Parents/Guardians should monitor the amount of time their daughters spend completing homework and should help their students to communicate difficulties with content or excessive amounts of time needed to complete assignments with the appropriate teachers. It is the student’s responsibility to discuss difficulties with her teachers, seek help during teachers’ office hours, maintain a workable balance of academic and other activities, and use all of her resources (advisor, peers, etc.) appropriately.

Athletics

The parents’ or guardians’ cooperation and interest are essential to the success of the athletic program. Commitment to your daughter’s athletic endeavors enriches her experience and her personal gain. Parent or guardian expectations include:

1. Attending the coach’s meeting at the start of each season.
2. Working closely with all school personnel to assure a wholesome experience for the student.
3. Assuring that the student will attend all scheduled practices and contests.
4. Attending as many athletic contests as possible.
5. Acknowledging and respecting the ultimate authority of the coach in determining strategy and player selection.
6. Demonstrating and promoting mature and positive behavior from students and other parents during athletic contests.
7. Recognizing that it is important for girls to learn to speak for themselves - Parents should encourage their daughters to discuss playing concerns with the coach. Parents should not discuss these issues themselves with the coaches or others.

Performing Arts

Your daughter's artistic endeavors enrich her experience and personal gain throughout life. Parent or guardian expectations include:

1. Attending meetings with directors.
2. Assuring that the student will attend all scheduled rehearsals.
3. Attending as many performances as possible.
4. Working closely with student to ensure that lines, songs, and choreography are learned by specified dates.
5. Giving the student freedom and support to grow as a performer, developing skills and strengthening her self-confidence.

Volunteering at AGS

The Parents' Circle is a service organization of the Atlanta Girls' School. Parents or guardians of an AGS student are automatically members of the Parents' Circle. The group seeks to promote school unity, parent understanding of school objectives, and opportunities for parents to be of service to the school. Parents' Circle works in cooperation with the administration, which reviews their annual plans, projects, and activities. Parents' Circle is a vital and much appreciated contributor to the life of AGS.

Supporting AGS

To help fulfill its mission, Atlanta Girls' School relies on charitable contributions from members of the Board of Trustees, faculty and staff, parents, alumnae, friends, and other members of the philanthropic community. This support enables AGS to provide the outstanding programming, faculty, and facilities that comprise an AGS education, as well as scholarship support for many students.

The AGS community supports the school in the following ways:

Annual Fund: Gifts to the Atlanta Girls' School Annual Fund are the most critical in advancing the mission of the school. We are proud that every year since the founding of AGS, 100% of the Board of Trustees, Faculty, and Staff have participated in the Annual Fund. In the 2015-2016 school year, over 94% of AGS families participated in the Annual Fund, greatly exceeding national statistics for parent participation.

Georgia Private School Tax Credit Program: This program allows Georgia residents to redirect state tax dollars to fund AGS scholarships for students transferring from public schools. Participants receive a state tax credit and a federal income tax deduction. Corporations that participate also receive tax benefits. Participation in this program is quick and simple. Please visit www.apogeebase.com/donate to start the process. Be sure to list Atlanta Girls' School as the donor recipient school. To learn more about the program, contact the AGS Advancement Office.

Auction: AGS hosts a signature fundraising auction each spring. Parents have the opportunity to participate by serving on the host committee, the planning committee, soliciting auction items and, of course, by attending this fun-filled and community-building event.

Matching Gifts: Many employers will match charitable contributions made by their employees. This is a great way to double or triple your gift to Atlanta Girls' School! If your company has a matching program, please provide the Advancement Office with your employer's matching gift forms, and we will be happy to process the match request.

For all questions regarding charitable giving to AGS and to become involved in development efforts at the school, please contact the Advancement Office at 404-604-2817.

Financial Information

Tuition and Fees

A non-refundable deposit is required for returning students as part of the enrollment contract and for each new student in order to confirm the applicant's place in her class. This is applied to the total tuition and fees. In order to plan and maintain services over the entire year, it is essential that the annual income from fees be assured. For this reason, it is understood that students are enrolled for the entire school year or such portion as may remain after the date of entrance. In view of the foregoing, no reduction or remission of fees can be allowed by the school for absence, withdrawal, or dismissal. The fact that the school fees may be paid in installments does not constitute a fractional contract.

Tuition includes student activity fees and some field trips. Miscellaneous charges such as books, supplies, yearbooks, lunches, and the technology fee are not included in tuition and will be billed separately.

The Tuition Protection Plan, or tuition insurance, is a program provided by the Atlanta Girls' School for the purpose of protecting the investment a family makes in the education of a child at the school. Enrollment of a child at AGS carries with it an obligation to pay tuition for the *entire* year, even if the child is subsequently withdrawn. By participating in the Tuition Protection Plan, a family becomes eligible to receive a pro rata refund of tuition if a girl is separated from the school under one of the causes covered by the plan. Participation in this plan is required of all families using a scheduled payment plan. Participation is recommended but not required for parents who pay the tuition in full and wish to minimize their risk of lost tuition expense in the event of a covered separation from school.

Financial Aid

Our financial aid awards are based solely on the demonstrated financial need of the family. All families are expected to contribute toward the cost of their daughters' education. The Atlanta Girls' School financial aid budget is never large enough to fund all deserving applicants fully despite their demonstrated need; however, our goal is to assist in making your daughter's education affordable. Aid cannot be granted or even assessed until all financial obligations for the current school year have been paid in full. Financial aid funds come from a variety of sources including foundation grants, special gifts, and school operating funds.

Families who apply for financial aid at the time of admission but are not granted an award at the time of enrollment are expected to continue paying full tuition and fees throughout their daughters' time at AGS.

Families interested in applying for financial aid should begin the process as early as possible for the upcoming school year. Applications are available from the Business Office. The financial aid application (called Parent Financial Statement or PFS) can be submitted online or completed on paper and mailed to School and Student Service for Financial Aid (SSS) in Princeton, NJ. Like many independent schools, AGS uses SSS to make initial estimations on the amount a family should contribute to their child's education expenses. SSS calculations are based on many factors, including household income, savings, investments, assets, home equity, and other expenses. By using a uniform approach to estimating a family's ability to pay, SSS offers a review process that is based on economic principles, equitable assessment, and fair processes. The School's Financial Aid Committee uses the SSS information as a starting point for making financial aid award calculations. All information submitted is kept confidential.

Progressive Collection Policy

AGS works closely with its families to assure productive and beneficial partnerships to support their daughters' education. In that light, it is crucial that every family's tuition account is kept current. So that the AGS Business Office can expend the bulk of its resources in support of learning at AGS, we have implemented the following progressive collections process.

Progressive Collections Process

- If a family misses one payment (account 30 days past due), AGS will send a formal notice of delinquency indicating that the account is past due and that at 60 days past due the student's and family's access to PowerSchool will be suspended until the account is brought current.
- If a family misses a subsequent tuition payment (account 60 days past due), the student's and family's access to PowerSchool (grades and comments) will be suspended and the family must have a face-to-face meeting with the Business Office to discuss the account. At the meeting, the family will sign a form acknowledging that they have received warning that at 90 days past due the student will be suspended from classes, athletic participation, and any school-related travel.
- If the family misses a subsequent tuition payment (account 90 days past due), the student will be suspended from classes, athletic participation, and any school-related travel until the tuition account is brought current.

Additional Information Regarding Delinquent Accounts

- Students whose tuition account is not current as of the first day of school will not be allowed to attend classes or participate in beginning-of-year activities.
- Graduating seniors whose tuition accounts are not current as of the Monday prior to graduation will not receive diplomas.
- The school will not issue grades, transcripts, or recommendations to any third party if a student's account is not current at the time of the request.
- The school will suspend access to PowerSchool and will withhold grades and transcripts from parents and students if a student's account is not current as of the last day of classes.

Emergency Information

Parents of all students must complete and return or submit the **Emergency Information Form** and a **Student Physical Examination Form** by the required date. Students will not be permitted to attend classes unless a current form is on file in the school office. In addition, all 6th graders are required to submit an up-to-date immunization record.

School Day Emergency Plan

Should an incident (weather related or other) call for students and faculty to remain on campus beyond the normal school day, the following procedures will be implemented:

1. If possible, the usual Emergency School Closing procedure outlined below will be implemented.
2. All students have an Emergency Medical Form on file. The telephone numbers listed on this form will be used to contact parents in an emergency. Students can only be released to their parents or someone listed on the form; this individual must show photo identification.
3. If we should need to evacuate the school site, we will relocate students and faculty to a nearby location within walking distance. We would, if possible, communicate this location via the standard procedures. Parents would be instructed to pick up students at the new location.
4. Parents/guardians of students on special medications stored on campus should not allow the stock to fall below a five-day supply. Parents/guardians should contact the school receptionist to arrange availability of other medications that a student takes at home and would need during an extended school day.

Emergency School Closing

When inclement weather or other emergencies occur, notice of the closing will be carried on the radio and television stations listed below. Closings will also be listed on our website and our phone voice message system. In addition, families will receive a call and/or email from an automated notification service.

Radio Stations

News Talk 750 AM	97.1 WFOX
WSB 98.5 FM	95.5 The Beat
KISS 104.1	Star 94.1

Television Stations

WXIA TV
WSB TV
FOX 5