



ATLANTA  
GIRLS'  
SCHOOL

CELEBRATING  
**20 YEARS**

**Community Handbook**  
**2019-2020**



## **COMMUNITY HANDBOOK**

**2019-2020**

*Atlanta Girls' School ("AGS" or the "School") Community Handbook (the "Handbook") is published and distributed to members of the AGS community for the purpose of providing information on aspects of student and campus life so that students may gain as much as possible from their experience at the School. Students, parents, faculty, administration, and staff should all read and be familiar with the contents of the Handbook, so that each member of the community knows and understands our community expectations. While policies in this Handbook will generally apply, the School may take actions that it determines to be in the best interests of the School, its faculty, and its students. This Handbook does not limit the authority of the School to alter, interpret, and implement its rules, policies, and procedures, before, during, and after the school year. This Handbook is for informational purposes only. It is not intended to create, nor does it create, a contract or part of a contract in any way, including, but not limited to, between AGS and any parent, guardian, or student affiliated with or attending the School. AGS may, in its sole discretion, add, revise, and/or delete School policies before, during, and after the school year.*

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## WELCOME FROM THE HEAD OF SCHOOL



Dear Atlanta Girls' School Community,

One of the things I love about AGS is how our students learn to be leaders who are thoughtful, articulate, and confident young women. Not only does our all-girls' environment allow each student to maximize the way she learns best, it also fosters a community where she will stretch intellectually across the variety of subjects we offer, allowing her to find her authentic voice.

Through perusing this Handbook, you will begin to learn why AGS is the best place for girls. By remaining committed to being a small school, we know each girl beyond just her name. We strive to educate girls, both in and out of the classroom, in a way that provides a vigorous academic experience complemented by a co-curricular experience that focuses on the whole student.

This Handbook is full of great information, but the best way for families to experience how we execute our mission is by engaging with the School. When families fully engage with us, they often notice that being small allows us to build an inclusive community that celebrates authentic diversity with students and faculty of different backgrounds, religions, cultures, and experiences. While students are here, they will grow to understand that each student demonstrates ownership over her learning, which is evident when she leads her individual parent and teacher conferences and articulates her goals, strengths, and challenges.

I welcome you to AGS and hope that you experience all that we have to offer at the only all-girls' independent school in Atlanta.

Sincerely,

Ayanna Hill-Gill

## I. INTRODUCTION TO ATLANTA GIRLS' SCHOOL

### **Mission**

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 strives to provide 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 strives to help girls and young women become equipped to meet the challenges, demands, and opportunities of the future. The School also endeavors to help students 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 help ensure that 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.

### **Philosophy**

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 AGS 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 with the aim of creating a setting where they cannot be lost, where each girl's hopes and learning needs are treated separately. The School instructs girls on traditional academic disciplines, but also 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 AGS 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. AGS 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 cultivate a relationship of trust and support among all members of the community.

### **History of School**

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 fundraising. 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.*

### **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

### **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 7th graders, the move to their new seats symbolically and physically makes way for welcoming a new 6th 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.

### **Non-Discrimination Policy**

The School admits qualified students of any race, color, national or ethnic origin, ancestry, religion, gender identity or expression, sexual orientation, mental or physical disability, or any other status protected by applicable law, and extends to them all the rights, privileges, programs, and activities generally accorded or made available to students at the School. The School does not discriminate on the basis of race, color, national or ethnic origin, ancestry, religion, gender identity or expression, sexual orientation, mental or physical disability, or any other status protected by applicable law in the administration of its admissions, scholarships, and loans, and its educational, athletic, and other programs.

### **Accreditations and Affiliations**

- Georgia Independent Schools Association (GISA)
- National Association of Independent Schools (NAIS)
- National Coalition of Girls’ Schools (NCGS)
- Southern Association of Colleges and Schools (SACS)
- Southern Association of Independent Schools (SAIS)
- One Schoolhouse/Online School for Girls (OSG)
- Atlanta Area Association of Independent Schools (AAAIS)
- The College Board
- The Council for Spiritual and Ethical Education (CSEE)
- The Coalition of Lighthouse Schools
- Independent School Management (ISM)
- Educational Records Bureau (ERB)

### **Governance**

Atlanta Girls’ School is guided by a group of leaders committed to girls’ education and to the mission, vision, and values of AGS. The AGS Board of Trustees includes members from across Atlanta representing the business, legal, philanthropic and educational communities.

It is the responsibility of this body to plan, develop, and establish policy and to assess the performance of the School consistent with the School’s mission and philosophy. The Board of Trustees is responsible for the selection of the Head of School and works in close collaboration with the Head of School, though the Head of School is responsible for the implementation of policy and the day-to-day operations of the School. For a list of the School’s current Trustees, please visit the School’s website.

## II. DAILY LIFE

### School Day 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. (3:00 p.m. on Fridays). Office Hours are held during the day from 9:15-9:45 a.m. three days per week and are a time when students can get extra help from any of their teachers. 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 PLC Collaboration 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 10:20-10:45	D 9:50-11:00	A 9:50-11:00	C 9:50-11:00	B 10:15-11:25
C 10:50-11:55	EDLS 11:05-11:55	Assembly 11:05-11:55	Advisory 11:05-11:55	Clubs 11:30-12:00
Lunch 11:55-12:45	Lunch 11:55-12:35	Lunch 11:55-12:35	Lunch 11:55-12:35	Lunch 12:00-12:40
E 12:50-1:55	F 12:40-1:50	G 12:40-1:50	E 12:40-1:50	D 12:45-1:50
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

## **School Meetings and Assemblies**

At AGS, community is intentionally developed at every level: grade level, division, and all-School. Our weekly schedule provides for regular all-School assemblies or divisional town hall meetings. Class meetings are held at the discretion of Division Director or Grade Level Deans. All of these meetings encourage student leadership and ownership of activities and strengthen the bonds of sisterhood among members of a grade. Weekly all-School assemblies or divisional town hall meetings are scheduled every Wednesday with Upper School and Middle School students organizing and leading these gatherings. Weekly assemblies are carefully structured to serve the community and to reflect AGS culture and climate. In addition to providing relevant speakers and publicizing important School and community events and initiatives, assemblies also showcase our students' interests, talents, and achievements. Each assembly provides a snapshot of who we are as a community and what we value.

These meetings provide opportunities for students to develop public speaking skills; at assemblies throughout the year, every senior delivers a speech she has composed. A successful senior speech may educate, inspire, provoke, or intrigue the listener, but above all, it should convey to the audience the speaker's own interest in, passion about, or commitment to the topic.

## **Announcements & Information: Communications**

Weekly informational e-newsletters are sent at the beginning of each week school is in session. These emails contain information pertinent to students and parents about upcoming events, school or student highlights, announcements, and student, grade-level, or divisional opportunities. Please review these each week and ensure they are not going to a spam account. They will come from AGS Communications.

In the event that AGS needs to alert families of a power outage, an early school closure, a start delay, etc., we will communicate details in each of the following ways:

- An email will be sent.
- A text message will be sent.
- You will receive a recorded call from AGS (404-845-0900).
- An alert message will be placed on the homepage of the AGS website.
- An alert message will also be shared on the School's Facebook, Twitter, and Instagram feeds.
- AGS's primary news outlet for posting our closings and delays is WXIA - 11Alive (NBC affiliate).

We will test the emergency broadcast email and text message system early in the school year and send a follow-up email to let everyone know the messages were sent. Instructions will be included in that email on what to do if you or someone in your family did not receive these messages.

Any questions regarding AGS communications or announcements may be relayed to [communications@atlantagirlsschool.org](mailto:communications@atlantagirlsschool.org).

## **Religious and Cultural Observances**

As the world is rich with diversity, so too is the AGS community. To enhance our diversity and inclusion efforts, AGS takes note of religious observances or celebrations. Although school is in session for some

special dates, AGS does take time to acknowledge various cultures and populations and may allow, in its sole discretion, for special dispensations with regard to homework, testing, or attendance upon request.

### **After-School Pickup and Programs**

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, specified below.

AGS offers several after-school programs for all students. Students may try out for a sports team, audition for a play, or enroll in an after-school program. 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. As noted under the School's Attendance and Absences policy in this Handbook, 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.

#### **Upper School**

Once the school day ends, Upper School students may study in the Horizon Center, in the Upper School Commons, and in teacher classrooms. Seniors may also study in the Senior Lounge. Upper School students who leave school grounds after 3:05 p.m. and who plan to return that same afternoon must have a signed permission slip on file with the Division Director, and they must sign out and back in.

#### **Middle School**

AGS provides supervised care from 3:15 p.m. until 6:00 p.m. every school day, beginning August 12, 2019 for Middle School students who need to remain on campus after the end of the school day. Students in the Middle School Aftercare program must stay in designated areas and must conduct themselves in a manner consistent with School policies and as required by the Aftercare monitors. The Aftercare program is not licensed and is not required to be licensed by the State. Parents will be charged \$65.00 per week for each student who participates in this official after-school program. Alternatively, the daily drop-in rate is \$20.00 per day for a maximum charge per week of \$65.00. Any Middle School student who is not picked up by 3:30 p.m. 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.

Please note that all Middle School students who are staying on campus after 3:30 p.m. and are not directly involved in a School-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, performing arts teacher, or the adult in charge of a School-sponsored activity. 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 and charged the daily fee.

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 \$1.00 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.\*\***

### **School Delays/Cancellations**

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. Please refer to the Announcements & Information policy in this Handbook for further information regarding school closures and delays.

#### **Radio Stations**

News Talk 750 AM  
WSB 98.5  
KISS 104.1

97.1 WFOX  
FM 95.5 The Beat  
Star 94.1

#### **Television Stations**

WXIA TV  
WSB TV  
FOX 5

### **Early Dismissal**

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](mailto:attendance@atlantagirlsschool.org)), or handwritten note signed by the student's parents/guardians. 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.

### **Cyber Learning Days**

Upon anticipated School closing due to bad weather, Cyber Learning Day(s) will allow our students to use the flexibility of technology to meet School mandates while minimizing the need for make-up days. Each teacher will tailor a plan for continued learning at home that will be relevant to the current curriculum.

- When a School closing is anticipated for the next day, faculty will ask students to take home the required resources to continue learning at home. (Note: Students should bring home their devices the day before any anticipated closing.)
- Faculty will post assignments and updates by 10:00 a.m. of the day in which learning is to take place at home.
- Students must check both their AGS email account and Blackbaud regularly to get any updates from teachers about the Cyber Learning Day.
- All assignment due dates and testing dates will be determined at the discretion of faculty, with the students' well-being as the first priority.



- If students are unable to complete the assignments due to power outages or other unforeseen circumstances, they will be given additional time to make up the work upon their return to school, in accordance with the Attendance and Absences policy in this Handbook.

### **Security, Emergencies, and Drills**

AGS takes the safety of its students and the community very seriously. There are systems in place in the event of an emergency on campus, and regular drills are conducted to make all those on campus aware of the procedures.

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 in the School Delays/Cancellations policy below will be implemented.
2. The School will contact the individuals listed on a student's Emergency Medical Form in an emergency. All students must have an Emergency Medical Form on file. 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.

### **Drop-Off/Pick-Up Procedures**

Both Upper and Middle School students arriving to campus should enter through the main entrance. Middle School students should report immediately to the Middle School Dining Hall if they arrive before 7:45 am.

All students arriving to campus at 8:00 am or later should enter the building through the main entrance and should check in at the front desk.

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](mailto: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 at the front desk.

### **Parking/Carpool**

#### **Morning Carpool**

Morning carpool at AGS is supervised. Students may be dropped off as early as 7:15, Monday - Friday, at AGS. There are two options for morning drop-off. If your child and other riders are ready to immediately

exit the car in an efficient manner, you should plan to stay in the right lane up the driveway. Pull up as far as possible to the entrance, without blocking the entrance to the back parking lot. Mr. Linares will keep this line moving, which is the ONLY lane for drop-off. The inside lane around the circle and the fire lane opposite the flagpole are NOT to be used for drop-off; these lanes will be coned-off. Option two is to enter the driveway and use the left lane to park. If your child needs a little more time to gather her belongings from the trunk and say goodbye, if you have a large carpool, or you need to walk her into the building, this is the option for you.

### **Afternoon Carpool**

Afternoon carpool at AGS is also supervised. Carpool begins at 3:05 pm (3:00 pm on Fridays) and ends at 3:40 pm. As in the mornings, there are two pick-up options. If you arrive for carpool for an immediate pick-up, please stay in the right lane up the driveway. AGS will keep this line moving, which is the ONLY lane for pick-up. Pull up as far as possible to the entrance, without blocking the entrance to the back parking lot. The inside lane around the circle and the fire lane opposite the flagpole are NOT to be used for pick-up; these lanes will be coned-off. If your daughter is not immediately ready to enter your car in a timely manner or is not yet outside, you will be asked to pull around to the back of the line or park and wait. This line must be kept moving.

Option two is to enter the driveway using the left lane and to park in the lot. If you are picking up a large carpool, know you are early to pick up your daughter, your daughter will be loading up multiple bags in the trunk, or she is running behind, please plan to park and wait.

### **Important Reminders**

- Parking and exiting your vehicle in the carpool and fire lanes is prohibited at ALL TIMES (both during carpool hours and throughout the school day).
- Please remain alert in the carpool line, as the line is constantly moving. This includes responsible use of smartphones while talking, texting, and checking emails.
- Remind your student that she should not go to her car UNTIL the car is in the 'loading zone' area of the carpool line. We will not allow students to get into cars outside the loading zone.
- Please do not pull around cars on the left to exit the carpool line early or pull in front of the loading zone before the previous cars have exited unless directed to do so by Mr. Linares. This is a safety concern for girls entering and exiting their cars.
- In the loading zone, please do not block the crosswalk. Always watch for pedestrians crossing the main crosswalk in front of the school entrance.
- If you approach AGS from the north on Northside Parkway, please pay attention if the carpool line is extending out of our driveway onto Northside. If this is the case, you MUST enter this line in the far right lane for all carpool options. No cars from the left lane will be allowed to cut over into our driveway. If you miss the carpool line on Northside, please proceed south in the left lane until you can turn around and return to the correct lane for carpool line.
- Access to the back parking lot for faculty/staff and school buses is imperative at all times. Please do not block this access while waiting in the morning or afternoon carpool lines.

### **Student Parking**

AGS students with a valid driver's license are eligible to obtain parking passes from the Executive Assistant to the Division Director. 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 must be in good disciplinary standing in order to be eligible for an AGS Parking Permit.
- The AGS Parking Permit must be displayed on the rearview mirror of the car.
- All students must park at St. Luke Lutheran Church next door to the School. 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 privilege of driving 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.

**Driving Privileges**

Juniors and seniors may have an automobile on campus with the permission of the Administration and the written authorization of parents/guardians. The following additional guidelines apply.

- Students may use their automobiles to go to and from their homes only; however, seniors in good standing and who have parent permission may drive off-campus for lunch.
- All students must file an automobile registration form. Students in their junior year may not use their automobiles during the school day (not before 3:05 PM), unless special permission is given by the Division Director after consulting with parents. A student may drive only the student's own automobile.
- Parents or legal guardians are responsible for making arrangements for automobile servicing. Inspections and routine maintenance must be taken care of at home.
- Students may transport other students in their automobiles only with specific permission from the Division Director and signed permission forms by a student's parents.
- The irresponsible use of an automobile will likely result in suspension of driving privileges. Repeated or serious infractions may result in permanent revocation of driving privileges.
- All students must comply with all laws, rules, and regulations of the Georgia Department of Transportation.

## **Bus Information**

Bus ridership is provided for all students for School-sponsored activities, and we expect that proper behavior will be maintained. The same principles of behavior that prevail on campus extend to School buses and other modes of transportation to and from School-sponsored events.

## **School-Sponsored Transportation**

Bus ridership is provided for all students for School-sponsored activities. In addition, the school or other outside businesses may, at times, provide morning and afternoon bus service for students for an additional charge in order to help meet the transportation needs of AGS families. We expect that proper behavior will be maintained. The same principles of behavior that prevail on campus extend to School buses and other modes of transportation to and from School-sponsored events.

## **Rideshare Services**

Parents should be aware that many rideshare companies, such as Uber, have policies that prohibit transporting unaccompanied minors. The School does not recommend that families use these services for the students nor will it take responsibility for calling car services for students. If a car service is called, the parent should immediately let the faculty/staff/coach in charge of the event know the name of the student for whom it has been called, the name of the company, and when the vehicle is expected to arrive.

## **Student Lockers**

Each student is provided a locker for storage of personal items including books, backpacks, coats, and other items. All lockers are the property of the School and are subject to search and inspection. 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. A student should never open another student's locker. 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.

## **Upper School Commons**

Before and after school and during study periods, Upper School students may use the Upper School Commons, 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 Commons, the patio, and the garden area clean and to respect these shared spaces. No personal belongings, including book bags or computers, are to be left in The Commons.

## **Dining Room**

AGS students may order lunch from Campus Cuisine 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 Middle School 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 Commons, on the patio, in the garden, or, with permission, in classrooms. Seniors may eat in the Senior Lounge.

### **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 local restaurants. Visit the parents page on the AGS website to locate the online order form. If you have any questions, please contact your Parents' Circle representative.

#### Campus Cuisine (Tuesday - Friday)

On Tuesday through Friday, students have the option of ordering lunch through the Campus Cuisine program. Visit Campus Cuisine online.

### **Visitors to Campus**

For the safety of our students, our visitor pass policy includes parents, family members, alumni, and visitors from outside of the School community. All visitors are requested to report to the main entrance and sign in at the front desk. If a visitor wishes to see a teacher, administrator, or staff, the visitor should make an appointment beforehand. Special events for an entire class and all School meetings are exceptions to this policy.

### **Pets on Campus**

Family pets need to be left at home at all times for health and safety reasons. They should not be in attendance during the school day or at special occasions. If a student wishes to bring a family pet, a brief visit may be accommodated. Parents need to discuss the visit ahead of time with the teacher and, if approved, remain with the animal at all times. No matter how gentle and beloved, we do not want a dog, cat, ferret, bird, or any other pet introduced into a classroom, hallway, or other School area where a student may have severe allergies or fears that can be triggered by the presence of animals.

### **School Supplies, Books, and Summer Work**

All textbooks, supplies, and summer work for an upcoming year will be posted on the AGS website by the end of the previous school year under the "Parents" tab.

### **Bring Your Own Apple ("BYOA")**

Atlanta Girls' School's "BYOA" (Bring Your Own Apple) Technology Program is designed to maximize our history and experience with Apple devices in the classroom and to allow families some choice in the actual device used by their student. Following are the highlights of the AGS BYOA Program:

- AGS does not charge families a technology fee; parents/guardians purchase and own their students' required device.
- Each student must bring her own device:
  - Students in the MS will use Apple iPads. MS students may use the iPad of their choice as long as it meets the minimum required standards outlined below.
  - Students in the US will use Apple laptops. US students may use the Apple laptop of their choice as long as it meets the minimum required standards outlined below.
- AGS will install a profile management application on each student's device to facilitate access to the AGS network. All parents/guardians give AGS permission to do so.
- With the exception of the profile management software, AGS does not manage student devices.
- Families are responsible for managing their student's device(s), including data backup and repairs.

As of 2019 the newest Creative Cloud upgrade no longer is compatible with the Mac OS 10.12 (El Capitan) which is the 2011/12 MacBook operating system. The Creative Cloud 2019 apps require macOS Sierra (10.12) or later. Students should have a minimum of the 2015 MacBook with the operating system SierraOS. This will assure and maintain compatibility with the Creative Cloud continued upgrades.

### Middle School

Parents/guardians may choose an iPad offered by Apple that meets the following minimum requirements:

- 16 GB of memory (32 GB is recommended)
- Front and rear camera
- iOS 9
- Case & Keyboard

We recommend an iPad Air with 32 GB of memory as well as a protective cover with an integrated Bluetooth keyboard. Because of the small screen size, we do not recommend an iPad Mini. Since the original iPad (iPad1) has no camera and cannot run iOS 9, it does not meet the minimum required standards for use at AGS. To facilitate access to the AGS network, a profile management app will be installed on your student's iPad. All parents/guardians give AGS permission to do so. Through this application and related management system, each student's iPad and their Apple ID will be associated with her AGS ID. In addition to providing school-supplied apps, the profile management application will facilitate access to the AGS network.

### Upper School

Parents/Guardians may purchase/provide any Apple laptop as long as the device meets the following minimum standards:

- MacBook Pro (including "Retina" models) or MacBook Air, 2015 or newer, with at least 4GB RAM memory and running OSx 10.10.5 or newer.
- The following software is required:
  - Apple iWork Suite (free with purchase of new laptop) and/or Microsoft Office
  - Apple iLife (free - iMovie, GarageBand, iPhoto)

To facilitate access to the AGS network, AGS will install a profile management application on each student's device. All parents/guardians give AGS permission to do so. Since AGS is an accredited educational institution, the AGS Technology Department is able to install Microsoft Office for free at a family's request; otherwise, families are responsible for providing software for their students' laptops.

### Apple Care & Accidental Damage Insurance

AGS strongly recommends that you include AppleCare with the purchase of any new device. AGS also suggests purchasing accidental damage insurance (cost varies by device) to cover water spills, broken screens, and other maladies. Please note that AGS has no relationship with any of the companies listed below; we are providing this information as a convenience to families wishing to purchase AppleCare and/or accidental damage insurance. Researching each option before purchasing is recommended.

Apple Care -

<http://www.apple.com/support/products>

Accidental Damage Insurance Options:

- Safeware - <http://www.safeware.com/Products/IndividualCoverage.aspx>
- Worth Ave. Group -

<http://www.worthavegroup.com/laptop-insurance>

Theft recovery options:

- LoJack for Laptops - <http://lojack.absolute.com/en>

### Data Backup

We strongly recommend that each family invest in an external hard drive that students use to back up their work and personal data on a regular basis. While AGS provides access to cloudbased storage through Google Drive, AGS has no control over this product, and AGS systems do not back up students' work. AGS is not responsible for the backup, storage, or security of a student's work or personal data.

### Service and Troubleshooting

AGS will, as a courtesy, provide basic troubleshooting of laptop and iPad issues. If an issue cannot be remedied through the basic troubleshooting process, a referral to either AppleCare or a repair shop may be made. AGS does not maintain a repair facility onsite and is not responsible for the repair of student devices.

### Loaner Laptops and iPads

AGS maintains a limited number of loaner units should a student's laptop or iPad require repairs. Loaner devices are provided on a first-come basis and are loaded with AGS-required productivity software only. Data backup is the responsibility of the student. AGS takes no responsibility for the backup, storage, or security of a student's work or personal data. Loaner devices are available for a maximum of two weeks' use.

### Technology at Home

AGS makes extensive use of cloud-based and web-based platforms, including Blackbaud (our learning management system), Google Drive, Google email, and other associated online programs. So that your student can access these platforms at home, a wireless home network is an important component of her educational resources. Parent/guardian information sessions will be held early in the school year to help families understand the technology used by AGS and address issues of technology safety and security at home.

### **Email**

The School provides each students with an email account, which should be used only for School-related communication (e.g., contacting and receiving information from teachers, submitting homework and

assignments, transferring files to and from School, etc.). Students are expected to comply with the policies outlined in the School's Acceptable Use Policy when using their School-issued email accounts.

### **Lost and Found**

As responsible community members, students are expected to keep track of their possessions. This includes textbooks, notebooks, shoes, uniform pieces, water bottles and any other school paraphernalia. Middle and Upper School lost and found locations are in Division Directors' offices. If an item is not picked up in a timely fashion, it may be donated, recycled, or discarded.

## **III. ACADEMIC PROGRAM**

### **Curriculum**

#### **Middle School**

##### Sixth Grade Curriculum

The 6th 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 7th 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 or Spanish
- PE

Additionally, 7th grade students choose one of the following courses:

- Chorus



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

Eighth Grade Curriculum

The 8th 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, 8th 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

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:

<b>Department</b>	<b>Credits</b>	<b>Courses Required*</b>
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
<b>Minimum Total Credits Required</b>	<b>23</b>	

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

\*\* Four years of math and science credits are required for admission to Georgia 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 Education for the Development of Leadership and Service (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.

### **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**

In the 6th grade, the 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, who is beginning to understand relationships, communication, and decision-making. 6th grade girls at AGS 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. Three areas are targeted for growth in 6th Grade EDLS classes: self-direction and personal responsibility; empathy and care for others; and civic consciousness with regard to campus, home, and school.

#### 7th Grade – Growing Ourselves in Our Community

Students 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 learn best. Students will delve into the functions that contribute to the strength of a team, including trust, conflict/communication, personal commitment/accountability, and result-insight. Through debate, 7th-grade girls also learn how to better express themselves with both the spoken and written word. In addition, EDLS students will look toward fulfilling the needs of others in the greater Atlanta area, while focusing on developing patience and tolerance for others.

#### 8th Grade – Leading from the Middle

How can she begin to feel secure in her stance as a young adult? Past the newness of Middle School in 6th grade and the ins and outs of friendship groups in 7th grade, an 8th-grade student is now looking outside of herself for a sense of self. The curriculum for EDLS incorporates and, more importantly, allows an opportunity to practice a wide variety of leadership skills. 8th-grade students will use design thinking to run afternoon clubs for their younger AGS sisters and create and plan for social bonding activities for our community. Moreover, an 8th grader strives to find her voice, bringing strength to it as she becomes engrossed in service to others while making critical connections to the surrounding world.

#### 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

Students will explore their "sense of place" through the lens of an AGS student, Atlanta resident, and global citizen, and they will understand both the responsibility and rewards that come from being a member of each community. In addition to building community, this course also emphasizes individual growth and self-expression, which will allow each student to find the path of her particular sense of purpose. During the year, 9th-grade students will build on their classroom experiences by partnering with researchers, industry professionals, and nonprofit organizations throughout Atlanta. Students will gain real-world experience by learning about and attempting to solve community and global problems. By the end of the year, students

generally develop the self-awareness and tools needed to be leaders and agents of change in their communities.

#### 10th Grade - Philanthropy, Activism, and Advocacy

In the fall semester, 10th 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 many local non-profit organizations. Students read and discuss philanthropic case studies, which highlight how individuals have given their time and talent as a means of exploring the myriad ways in which one can contribute to their local and global communities. Students examine the hallmarks of good philanthropy versus potentially irresponsible philanthropy, as well as how to properly research and evaluate a non-profit organization. This course is taught in conjunction with the AGS Office of Advancement.

#### 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. Students will also visit and tour local colleges, both public and private, during the August trips and during EDLS.

#### 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 challenging world outside AGS by researching current issues and exploring the realities of life on a college campus with workshops on the following topics: self defense; sex, alcohol, and drugs on college campuses; managing finances in college; maintaining healthy relationships; self care.

### **Independent Study**

AGS 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 Division Director 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 are you proposing this course? What need does it fill for you?
  - What are the objectives/goals for your learning?
  - How will you develop the curriculum and identify the resources needed for your study?
  - How often will you meet with your teacher?
  - How will you 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 the Division Director (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.

An approved independent study should include the following:

- *Reflective Decision Making*: The 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, the student will continue to document all work in her journal or other archiving format.
- *Project Execution Planning*: Once work towards the culminating project begins, the student will complete weekly entries in her reflective journal to log work and progress, including short- and long-term goals. This journal will be the basis of meetings with the faculty mentor. Students demonstrating 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*: The 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*: The 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*: The 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:* The student will propose a path and create an end outcome with practical value, relevance, and usefulness.
- *Research:* The 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.

### **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.

### **Study Period**

A student in grades 11 or 12 may elect to take one study period in her schedule of courses. If a student is taking three or more Advanced Placement courses in a given year, she can petition the Division Director in order to include two study periods in her schedule.

This study period is to be used for academic pursuits. 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. Unsupervised study is a privilege afforded to Upper School students in good academic standing. Those students may work in the Upper School Commons, Horizon Center, teachers' classrooms, the patio, or the garden. Seniors may also work in the Senior Lounge. Inappropriate use of this time may result in the suspension of this privilege.

### **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 AGS 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**

Although all assignments are typically posted on Blackbaud by 4:00 p.m. of the day they are assigned, students are expected to record all assignments in a notebook. Each student will be expected to have assignments in class on time regardless of her ability to access assignments via the Internet.

### 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. Blackbaud and email 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. Please refer to the Supporting Your Students at Home policy for more information.

### **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 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**

- |                      |  |
|----------------------|--|
| <u>A (90-100%)</u>   | Demonstrates a thorough understanding of and fluency with content, concepts, and skills.<br>Work contains extra thought, effort, or application of skills.   |
| <u>B (80-89%)</u>    | Demonstrates a solid understanding of content, concepts, and skills. Product or performance shows some mastery.  |
| <u>C (70-79%)</u>    | Shows basic understanding of content, concepts, or skills. (Minimal college recommending grade.)   |
| <u>D (60-69%)</u>    | 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. |
| <u>F (Below 60%)</u> | Failing grade. Neither meets the demands of the task nor demonstrates a basic understanding of the content. No credit is given.  |

### **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.

"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.

### **Academic Probation and Dismissal**

AGS'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.

AGS'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 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.

### **Report Cards and Written Comments**

Grades are posted electronically at the end of each academic semester; however, parents and students can access grades on Blackbaud throughout the semester. Written comments from each teacher will be posted on Blackbaud mid-term of each semester along with updated grades. Please contact the Registrar for more details on viewing grades on Blackbaud. Final grades are available on Blackbaud in December at the end of first semester and again in June at the end of second semester.

### **Transcripts**



Students who would like AGS to send transcripts to colleges, 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.

### **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. Student athletes/performers 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.

### **Advanced Placement Courses**

Honors and Advanced Placement sections are offered in some subjects. Course selections are based upon factors including the following: prior performance, placement tests, and department approval.

A student generally must earn an A- or better in a regular course in order to move to an Honors or AP course in that subject in a following year; from an Honors or AP course to another Honors or AP, a student must earn a B.

Students enrolled in AP courses are required to take the AP exams.

### **Internships**

In support of the AGS mission, all 11th and 12th grade students are required to complete two internship experiences of at least 70 hours during the summer before the 11th and 12th grades. In the spring of their sophomore year, students give more specific focus to their areas of interest as it relates to activism and advocacy. Under the guidance of our Director of Internships, students begin to network and research potential internship opportunities. The goals of the program and of each internship placement are as follows: 1) explore a career track; 2) create a working resume and cover letter; 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.

### **Winterim**

Each 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. Some Advanced Placement classes and sports continue during Winterim.

### **Summer Projects and Courses**

The School does not customarily award credit for required or enrichment courses taken during the summer. However, for a number of reasons, students may be required to take essential courses during the summer. In order to do so, they must enroll in a summer course approved by the Division Director and the relevant instructor(s) and department head(s). Arrangements and permissions should be secured well in advance.

In addition to required summer reading and assignments, the School recommends additional summer reading to promote a love of reading and to provide an opportunity for students to explore different literary genres either independently or by reading books in concert with members of their family.

### **Accommodations**

The School does not discriminate against qualified applicants or students on the basis of disabilities that may be reasonably accommodated. The School will discuss with families of applicants with known disabilities whether the School will be able to offer their children the appropriate accommodations to help them be successful at the School.

The School is committed to ensuring that students with disabilities are provided with equal access to the School's programs and services, in accordance with applicable law. For students who need additional support or curricular adjustments, the School requires documentation indicating that the student's disability substantially limits a major life activity. Students who present the School with appropriate documentation of disability will be granted those requested academic accommodations that are supported by the documentation and considered reasonable in this educational setting. No waivers of academic graduation requirements will be granted to students.

Even after supportive services and accommodations have been put in place, a student may still not be able to fulfill the student's academic requirements satisfactorily.

### **Office Hours**

All students may see their teachers for extra help through Office Hours three days per week, from 9:15 - 9:45 a.m. These opportunities for tutorial and review are highly encouraged, particularly for students who are facing specific academic challenges. In the event that a student and family wish additional support or more detailed information about a learning challenge, the Learning Specialist can offer additional support or referrals for outside tutoring. In situations where there are deeper learning needs, the Learning Specialist may work with a family to initiative the appropriate testing to better understand the particular needs of a student.

### **Tutoring**

The School does not have an “approved” list of tutors, although we have worked productively with some over a number of years, nor do we have a review or evaluation system that assesses tutors’ pedagogical skills or places them under any kind of School supervision.

## **Horizon Center**

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

### Hours

The Horizon Center is open to Upper School students from 7:30 a.m. to 6:00 p.m. Middle School students must have adult supervision in the space.

### 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 who have lost any items must notify the Media Specialist. The responsible student’s parents/guardians must reimburse AGS for the cost of replacement of any missing books, whether or not the student who checked out the books notifies the Media Specialist that the book has been lost.

### 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 Blackbaud page, which is a component of every student’s LMS. User names and passwords for each online resource may also be found on the Horizon Center’s Blackbaud page and Library Guide.

## **Standardized Testing**

Each year, the School administers the Educational Records Bureau (“ERB”) test to Middle School students. This test is 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 the 9th, 10th, and 11th grades. 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.

## **College Counseling**

The School's College Counseling 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 Division Director and Registrar. 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 through the EDLS program as students explore various aspects of the college counseling search process. 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.
- **College Visits at AGS:** Each year approximately 80 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 March.
- **Atlanta Invitational Case Studies Program:** All juniors and their families are invited to a special “mock admissions committee” program and college fair. (This event is by invitation only, and AGS students and parents are encouraged to participate.)
- **Junior and 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.
- **Winterim SAT 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 a collaboration of the College Counseling Office and 12th grade English teachers.
- **College Conferences** are scheduled by the college counselor for each student and her parent(s) or guardian(s) and begin in January of the junior year. Additional conferences are always welcomed and can be scheduled by contacting the college counselor.

### **College Visits for Seniors**

The college counseling office arranges a number of college admission representative visits on campus throughout the school year. Juniors and seniors may arrange with their classroom teachers to miss class in order to attend various college visits and are required to sign into their Naviance account indicating the colleges and universities that they will visit on campus. Sophomores must complete the appropriate form and obtain their teacher’s signature in advance of attending a college visit. Freshman may attend visits during lunch.

Seniors may also elect to travel with their families to attend college visits throughout the fall as they complete their applications and/or work towards making final acceptance decisions in the spring.

**Graduation**

Graduation provides a special opportunity for friends, relatives, and their extended family to celebrate the unique gifts of the graduating students. Graduation is a special, formal occasion. The Graduation date is published in the School calendar. Rarely is the date of Graduation changed. Should this happen, the new date would be announced before Spring Break.

## IV. COMMUNITY EXPECTATIONS

### **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. The CMTA 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 dismissal.

At AGS, 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 helps ensure 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.

### **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 and are considered serious breaches of academic integrity:

1. Plagiarism, which 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. 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.
3. Allowing another student to copy or use one's test, paper, or homework.
4. Receiving inappropriate or excessive assistance on an assignment from a tutor, parent, peer, or anyone else. Students are expected to always acknowledge in writing the type and amount of assistance that is given on any assignment.
5. Fabrication, such is inventing information or citations in an academic paper, exam, or exercise.
6. Facilitating academic dishonesty, such as providing unauthorized material or attempting to help another to commit an act of academic dishonesty.
7. Unauthorized test behavior, such as 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 the School determines, in its sole discretion, 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, and the student may receive a zero for the work. Incidents of academic dishonesty that occur in Upper School may be reported on college applications. Any incident of academic dishonesty may result in suspension or expulsion.

### **Uniform 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.

AGS will work with Lands' End and Mills Uniforms for the 2019-2020 school year. All tops should be purchased from either of these vendors and should include the AGS logo. Bottoms can be purchased from Lands' End, Mills, and other retailers as long as they are the same style/pattern/color.



Note: AGS PE Uniforms are sold ONLY at AGS in the Spirit Wear Store.

### **General Uniform and Appearance Guidelines**

- Students should be in uniform from the time they arrive on campus until school is dismissed.
- All clothing and shoes should be clean, neat, and in good repair.
- Skirts, skorts, and shorts should be no shorter than the top of the knee both in front and in back.
- Non AGS coats should not be worn in class or during indoor school activities.
- Team and club sweatshirts and jackets may be worn any time except on formal uniform days. All sweatshirts and jackets must be approved by the Uniform Committee.
- If a student is not in uniform, she will be asked to correct the situation. Repeat violations will be handled by the MS Team, US Deans, and/or 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, navy skirt, khaki slacks or navy slacks for 9th through 11th graders
  - White Oxford button down blouse
  - White/navy/black crew or knee socks or tights
  - Optional navy sweater (pullover, cardigan, or vest) worn over a white blouse
  - Optional navy blazer
- Middle School
  - Khaki skirt or skort, or khaki pants
  - White Oxford button down blouse
  - White/navy/black crew or knee socks or tights
  - Predominantly white, navy or black supportive sneakers/athletic shoes, classic saddle oxfords (in white and black)
  - Optional navy sweater (pullover, cardigan, or vest) worn over a white blouse
  - Optional navy blazer

Middle School students 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, grey or black with shoe lacings that are the same color as the sneaker.

### **Casual Dress**

Casual dress days are announced in advance. Students should be covered from shoulders to mid-thigh with no visible undergarments. High heels, flip-flops (or any backless shoes or sandals), or jeans that are torn are not permitted.

### **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.

### Acceptable Uniform Pieces

<b>Skirts/Skorts</b>	<p>Middle School:</p> <ul style="list-style-type: none"> <li>● Khaki skort (top of the knee in front and back)</li> <li>● Khaki skirt (top of the knee in front and back)</li> </ul> <p>Upper School:</p> <ul style="list-style-type: none"> <li>● Plaid or navy skirt, (top of the knee in front and back)</li> <li>● SENIORS ONLY: Charcoal Grey Pleated Skirt or Charcoal Grey Slacks</li> </ul>
<b>Shorts</b>	<p>Middle School:</p> <ul style="list-style-type: none"> <li>● Khaki Bermuda-style shorts</li> </ul> <p>Upper School:</p> <ul style="list-style-type: none"> <li>● Khaki or navy Bermuda-style shorts</li> </ul> <p><b>**Shorts may not be worn on formal dress days**</b></p>
<b>Slacks</b>	<p>Middle School:</p> <ul style="list-style-type: none"> <li>● Khaki Slacks</li> </ul> <p>Upper School:</p> <ul style="list-style-type: none"> <li>● Khaki or navy slacks (no denim)</li> <li>● SENIORS: Charcoal Grey slacks</li> </ul>
<b>Blouse</b>	<ul style="list-style-type: none"> <li>● White Oxford Button Down with AGS logo (short or long sleeved)</li> <li>● White princess cut shirt for US</li> </ul>
<b>Polo (Knit Shirt)</b>	<ul style="list-style-type: none"> <li>● Navy, White, Light Blue or Pale Yellow Polo Shirt with AGS logo (short or long sleeved)</li> </ul> <p><b>**Polos may not be worn on formal dress days**</b></p>
<b>Sweater</b>	<ul style="list-style-type: none"> <li>● Navy V-Neck Pullover or Sweater Vest with AGS embroidered logo</li> <li>● Navy Button-Down Cardigan with AGS embroidered logo</li> </ul> <p><b>**Must be worn over an AGS shirt**</b></p>
<b>Sweatshirt</b>	<ul style="list-style-type: none"> <li>● Navy Crewneck or Hoodie with current AGS embroidered logo (Parents' Circle) <b>**May not be worn on formal dress days and must be worn over an AGS shirt**</b></li> </ul>
<b>Blazer</b>	<ul style="list-style-type: none"> <li>● Optional Navy Blazer with AGS embroidered logo</li> </ul>
<b>Fleece &amp; Jacket</b>	<ul style="list-style-type: none"> <li>● Navy fleece with AGS embroidered logo</li> <li>● Navy nylon jacket with AGS embroidered logo</li> <li>● Navy jackets from AGS Spirit Wear Store with AGS embroidered logo</li> </ul>

<p><b>Socks &amp; Tights, Privacy Shorts</b></p>	<ul style="list-style-type: none"> <li>● Socks or tights required</li> <li>● Crew, ankle or knee socks, any color</li> <li>● White, black or navy tights</li> <li>● White, black or navy leggings with socks</li> <li>● Shorts required under skirts unless tights or leggings are worn</li> </ul>
<p><b>Shoes</b></p>	<p>Shoes should be closed-toed and have backs.</p> <p>Middle School:</p> <ul style="list-style-type: none"> <li>● Classic saddle oxfords (white and black only)</li> <li>● Predominantly white, navy, grey or black sneakers/athletic shoes for support</li> </ul> <p>Upper School:</p> <ul style="list-style-type: none"> <li>● Black, blue, white, brown or other neutral flats, loafers or sneakers, including Converse.</li> <li>● Classic saddle oxfords (black and white only)</li> </ul>
<p><b>Accessories</b></p>	<p>Cross ties, neckties, and scarves that match the uniform</p>

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 swoosh, 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; flamboyant or neon-colored logos are prohibited. 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. Middle School students are allowed to wear their AGS PE shorts for dress down days from August through November 1 and then again in the spring from March 31st through May.

*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.

### **Attendance and Absences**

Atlanta Girls' School believes that in order for a student to excel, she must be present at school every day, and she is expected to attend all classes, advisories, assemblies, EDLS sessions, and class meetings. 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.

#### Tardiness

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 will generally be addressed by the advisor, Grade Level Dean, and the Division Director. Students may 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.

In general, students will receive a warning with their fifth tardy in one semester 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 generally 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 generally result in additional disciplinary action, including but not limited to in-school suspension and suspension from participation in extracurricular activities. In addition, after ten tardies to school in one semester, students will generally not be allowed to make up work they miss due to being tardy.

All students arriving after 8:00 a.m. should enter the building through the main lobby front door and should check in at the front desk.

#### Absences from Class

In both Middle School and Upper School, excessive absences may affect academic credit. Three tardies constitute one absence.

When a student reaches ten absences—regardless of reason—from a class in a semester, an “incomplete” will generally be assigned until all missed work is submitted and a letter of appeal is approved. A letter of appeal, with accompanying medical documentation, must be submitted to the Division Director before the student receives course credit for the semester.

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. Absences that are not due to medical or religious exemptions may result in a student not being allowed to make up missed work.

#### 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. Students with excessive absences and/or tardies may not be allowed to participate in extracurricular activities for the semester.

#### Alerting the School to Unexpected Tardies and Absences

Unexpected absences should be reported by 8:00 a.m. to the front desk through the main school number (404-845-0900) or by email ([attendance@atlantagirlsschool.org](mailto: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

Parents and students should request approval for planned absences of any length to the division Director no later than five school days before the scheduled absence. If approved, the Division Director will notify the front desk, advisor, and all teachers. Students are responsible for all work missed and are expected to take responsibility for obtaining missed class notes. All work should be completed in a timely fashion as designated by the teacher. 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.

#### Make-up Work

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

#### **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, or 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.

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 Division Director, 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 Division Director 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.

### **Acceptable Use**

The School is fortunate to have excellent resources for communication and research. Students are expected to remember that any exchange of information within this community must be made in line with the School's general standards of conduct. Whether physically on campus or off campus, whether during the school day or at night, on vacation or at any other time while enrolled at the School, whether linked to the School's network from in school or from a remote location or not at all, or using their own personal computer or communication device on or off campus, students are expected to comply with this Acceptable Use Policy and any applicable policies and procedures as long as they are enrolled at the School, as set forth in this Handbook and as further described below.

The School has explicit guidelines for using computers and other electronic devices, both on and off campus, using the School's network, and accessing the Internet, to which the School expects students and parents to adhere. The examples below are just examples and are not an all-inclusive list of requirements and possibilities.

Students may:

- use technology for school work or class projects and assignments, at the teacher's discretion;
- access the Internet with teacher permission to enrich learning related to school work; and
- use technology in ways directed by the teacher.

Students may not:

- post personal contact information about themselves or other people;
- post or share a picture or video of another person without explicit permission;
- access or try to access network resources not intended for them;
- share their passwords or other's passwords with anyone, with the exception of parents/guardians and teachers;
- alter electronic communications to hide their identity or impersonate another person;
- communicate with or make plans to meet in person a stranger;
- use inappropriate language or images in email, web pages, videos, or social networking sites;
- be disrespectful by talking or posting derogatory material (images, video, etc.) via email, social networking sites, live chat, web page, or any other method;

- engage in cyber-bullying, harassment, or sexting, in violation of the School’s policies prohibiting bullying, harassment, hazing, and discrimination and related policies as stated in the Handbook;
- access inappropriate information on the Internet such as (but not restricted to) sites that bypass filtering, promote hate or violence, or sites with sexually explicit or graphic, pornographic, or obscene material;
- plagiarize printed or electronic information—students must follow all copyright, trademark, patent and other laws governing intellectual property;
- install or download software on to School computers from the Internet, home, or by any other means;
- create or use a mobile hotspot on the School campus;
- remove any School-owned computer equipment (including, but not limited to, network cables and keyboards) from the School without express permission;
- store personal files on the network, except in their own network user account—any information that a student leaves on a School-owned device may be deleted at any time, with or without notice;
- use cell phones or other personal electronic communication devices during classroom time, without the express permission of the teacher;
- disclose confidential or proprietary information related to the School or recklessly disregard or distort the truth of the matters commented on;
- access, change, delete, read, or copy any file, program, or account that belongs to someone else without permission;
- use the network for illegal or commercial activities;
- vandalize, steal, or cause harm to the School’s equipment, network, or services (including, but not limited to, uploading or creating viruses, attempting to gain unauthorized access, changing hardware or software settings, or changing online materials without permission);
- deliberately disrupt or attempt to disrupt the software or hardware of the School network; or
- be “friends” with, or otherwise directly connect to via online networks and services, any School employee on any social networking site that is not used primarily for educational purposes;
- if a student is contacted by a School employee via non-School channels for non-educational purposes, the student should immediately notify her advisor.

Students should understand that:

- the use of inappropriate language, harassment, and disrespectful comments in email, texting or a chat room, or on a website or social networking site from either inside or outside the School, and whether during the school day, after hours, or during vacation time, as long as a student is enrolled at the School, is prohibited;
- there is no guarantee of privacy associated with their use of the School’s technology resources. Students should not expect that email, voicemail, or other information created or maintained on the School’s network, School-issued devices, or School-administered services (even those marked “personal” or “confidential”) will be private, confidential or secure. The School has the right to access and monitor both student-owned and School-owned computers and communication devices connected to the School’s network. Each student consents to the School’s right to view and/or monitor the School’s network and all of its associated accounts; and
- they will be held accountable for unattended accounts, and for use of their computer or communication device, if such equipment is left unattended and/or used by another individual.

Parents/guardians should understand that:

- it is the responsibility of all parents/guardians to read this policy and discuss it with the student;
- teachers and administrators will strive to help students understand this policy at a level that is appropriate to their age and maturity; and
- if a student damages the hardware or software of any School-owned technology, the parent/guardian may be responsible for paying for the repair or replacement of that technology.

The School may:

- access, view, monitor, and track any information or communication stored on or transmitted over the School's network, on or over equipment that has been used to access the School's network, or School-issued devices, or School-administered accounts and services, and under certain circumstances, it may be required by law to allow third parties to do so. In addition, others may inadvertently view messages or data as a result of routine systems maintenance, monitoring, or misdelivery; and
- restrict the material accessed and not permit computers to be used for anything other than educational purposes.

### Security

Security on any computer network is a high priority, especially when the system involves many users. Students must notify a system administrator if they identify a security problem. Students should not demonstrate the problem to other users. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the School's network.

### Reporting Violations

If a student suspects a violation of this policy, or if a student feels nervous or uncomfortable about another School community member's use of technology, the student should immediately report the student's suspicions, feelings, and observations to her advisor.

Some violations may constitute criminal offenses as defined by local, state, and federal laws, and the School may initiate or assist in the prosecution of any such violations to the fullest extent of the law.

### **Social Media**

The School understands the desire of students to use social networking websites, Internet bulletin boards, blogs, chat rooms, and other online resources or websites (e.g., Facebook, Twitter, Instagram, Pinterest, Shutterfly, Wikipedia) (collectively referred to as "Social Media"). Whether or not a student chooses to use Social Media is a decision the student should make in consultation with the student's parents. However, to the extent that students, parents, or members of the School community represent the School to each other and to the wider community, participation in such Social Media should be done responsibly with a mind toward how both the forum where one chooses to participate and the content posted reflect on that person individually and on the School. Moreover, issues concerning respect for the privacy of students, copyrights, trademarks, and confidentiality of sensitive information are all



important to understand *before* participating in Social Media. With the foregoing in mind, the School encourages students and parents to create an atmosphere of trust and individual accountability when accessing Social Media and the School's network. Students are expected to comply with the policies outlined in the School's Acceptable Use Policy regardless of whether they are using School-provided equipment or their own personal devices.

### **Cell Phones And Electronic Devices**

When students are in class, they are expected to give their attention to the lesson and work at hand. Cell phones and other electronic devices (e.g., iPods, Apple watches, laptops, etc.) brought to school must remain off and stored inside lockers or backpacks. (See division-specific policies 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 with AGS by notifying the front desk rather than alerting the student via cell phone.

### **Sexting**

The School prohibits students from using technology devices (whether owned by the student or the School, and whether through use of the School's network or outside of the School's network, and whether used on or off campus) to send or create any written message, image, or video that contains explicit representations or references to sexual conduct, sexual excitement, or nudity (commonly known as "sexting"). Georgia law prohibits anyone (regardless of age) from disseminating obscene or pornographic images of minors, and the School may contact law enforcement should any student violate this policy.

### **Middle School**

Cell phone use is prohibited for all Middle School students between the hours of 8:00 a.m. and 3:05 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, which 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 is prohibited during the school day except with the express permission of the supervising teacher. Sending emails and text messages during class is prohibited. If a Middle School student uses a cell phone between the hours of 8:00 a.m. and 3:05 p.m., the phone will be confiscated and turned in to the Division Director.

### **Upper School**

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 or in the Upper School Commons. 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 Division Director.

### **Use of Alcohol, Drugs, and Tobacco**

A student may not buy, sell, possess, or use alcohol or other unauthorized drugs or substances, including tobacco and tobacco-related products (including e-cigarettes and vaping), and/or any paraphernalia associated with the use of illegal drugs, and may not intentionally misuse products that can act as inhalants, while enrolled at the School. The School provides information to parents and students about the health and social impact of drug, substance, and alcohol use and abuse. Students are prohibited from using medications, both prescription and over-the-counter, in any manner other than as prescribed or intended by the manufacturer.

### **Parents' Role In Alcohol/Drug Prevention**

Parents are often concerned about the use of alcohol and drugs by students and the social acceptability of its use. The following goals have been developed for parents as a guide for discussion and as a foundation for community agreement.

*As parents we will:*

1. Become informed about the facts of alcohol and drugs so that we can discuss these substances credibly with our children.
2. Develop and communicate to our children a clear position about alcohol and drug use.
3. Promote and encourage social activities without alcohol and drugs.
4. Not serve alcohol to other people's children who are under the legal drinking age or allow under-age people to bring alcohol or drugs into our homes.

5. Support School and law enforcement policies regarding the use of alcohol and drugs by young people.
6. Request and endorse the implementation of comprehensive and meaningful alcohol and drug abuse prevention programs.

*In addition we will:*

1. Take responsibility for our own children and be concerned for the welfare of the children of others.
2. Set a responsible example for our children.
3. Attempt to resist peer pressure and encourage our children to do likewise.
4. Help our children develop healthy concepts of themselves and effective problem-solving, decision-making, and communication skills.
5. Not sponsor or condone activities our children or we are unable to control (such as parties with limited or no adult supervision).
6. Communicate openly with other parents to establish a sense of community and to provide support in giving consistent messages to our young people.

### **Inappropriate Items/Weapons**

AGS is considered a school safety zone and parents, students, employees, and visitors are prohibited from possessing or carrying a weapon, as defined under applicable Georgia law [1], while on campus, including in one's automobile. Possession of a weapon of any kind on Atlanta Girls' School property is not only a violation of this policy, but is also inconsistent with the School's mission, Vision Statement, and School values and negatively affects the learning environment for other students. A violation of this policy may also be a criminal offense, and AGS may notify the police. Any parent or visitor in possession of a weapon of any kind on School property is in violation of this policy, will be asked to leave immediately, and police may be notified. The safety of AGS 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 a trusted adult at the School.

[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, nunchuck, 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 and approved by the Division Director and Head of School.

## **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 may be responsible for making restitution in addition to any other discipline. In severe cases, legal action could be taken.

AGS is not 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, with the exception of the Upper School Commons. Any items not properly stored will be confiscated.

## **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.

## **Gambling**

The School prohibits gambling of any kind, including gambling over the Internet.

## **Search and Seizure**

The School may conduct a search of a student that is reasonable in scope, and/or a search of the student's belongings, including personal items, such as bags and backpacks, personal electronic devices, and other effects if the School suspects a student may be violating the law or violating a School rule or code of conduct. Lockers are the property of the School. Students exercise control over their lockers from other students, but not from the School and its officials. As a result, the Head of School and the Head's designees, as well as law enforcement officials, may search lockers to ensure school safety and students' welfare, including, without limitation, to determine if students are harboring stolen property, weapons, or illegal or dangerous substances. The School and law enforcement officials may seize items that may jeopardize the safety of others or property, or constitute a health hazard. The School may conduct random searches of lockers throughout the year.

Parking on School premises is a privilege, not a right. As such, any person who operates a vehicle on School property or in connection with any School-related activity is agreeing that the School may inspect and search the vehicle and its contents without notice and without further consent.

### **Jobs**

The nature of the School's college-preparatory program makes it difficult for a student to devote adequate time to School while holding a job. Any student who considers taking a job outside of School should discuss those plans with the student's parents and advisor. Students who have jobs should understand that commitment to School should come first and going to a job is not an excuse for missing classes or other curricular requirements.

## **V. EXPECTATIONS FOR INTERPERSONAL STUDENT RELATIONSHIPS**

### **Commitment To Respectful and Healthy Relationships**

The School is committed to providing a safe and healthy learning environment for all members of its community. Such an environment precludes behaviors that are disrespectful of, and physically and/or emotionally harmful to, others. All members of the School community play important roles in maintaining these standards and intervening, as appropriate, when they witness behavior that conflicts with community standards.

The School expects all members of the School community to treat others with civility, respect, and dignity and to interact (whether in person or electronically) politely and appropriately. Before acting, students should give careful consideration to how their communications – whether through words, appearances, actions, or otherwise – may negatively impact others. All students are valued members of the School’s community, which presents unique opportunities to develop lasting partnerships with peers, faculty, and staff. The School strives to help students develop such close connections. However, the School expects these relationships to be appropriate and healthy. The School endeavors to promote this through education and intervention.

With these goals and interests in mind, as well as the legal requirements of the State of Georgia, the School has established policies to help students manage these interpersonal relationships safely and appropriately. Students and parents/guardians are encouraged to communicate with the Head of School, Division Director, advisors, and/or the School Nurse with any questions or concerns regarding these policies. The School believes that open communication about these sensitive topics is integral to preventing serious misconduct from occurring and essential to fostering a culture of personal responsibility, mutual accountability, and positive peer leadership.

### **Sexual Intimacy**

The School recognizes that sexuality is a normal part of human nature, and its discovery is often a part of adolescence. However, any level of sexual intimacy can bring with it physical, psychological and emotional challenges that can be overwhelming to students. Therefore, the School does not endorse or condone sexually intimate activity by or among students and advocates postponing sexual intimacy until students are past adolescence.

Students who would like to talk about the meaning of sexual intimacy in a relationship, or who engage in sexually intimate activity and then want to report or discuss the situation, are encouraged to reach out to a trusted adult or the School Nurse so that appropriate support may be provided. Under certain circumstances, the School may be obligated to report to government authorities (including the Division of Family and Children Services (“DFCS”) or the local police).

If students are found to have engaged in sexually intimate activity, or in a situation that suggests they have been sexually intimate, the School will generally first respond to the situation as a health issue. Such a response may include notification to parents/guardians and, as appropriate, referral to the School’s healthcare providers. It is imperative that students understand and appreciate that certain sexual activity may violate the law and, therefore, is prohibited by the School.

The School prohibits and may be obligated to report sexual activity that violates the law, including rape, sexual assault and statutory rape. Sexual activity, of any and all kinds, is prohibited between any

student or applicant and any School employee. In addition, 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.

### **Bullying, Harassment, Discrimination, Hazing, Sexual Assault, and Sexual Harassment**

The School does not tolerate verbal or physical behavior that constitutes bullying (including cyber-bullying), harassment or discrimination, hazing, sexual assault, and sexual harassment (collectively referred to as "interpersonal misconduct"). The School is also committed to promptly addressing any behavior that impedes the learning of any student or interferes with the experience of any other member of the School community.

Bullying, harassment, discrimination, hazing, sexual harassment, and sexual assault are prohibited on the School's campus and the property immediately adjacent to School grounds, on School vehicles, and at School-sponsored events, activities, athletic contests, and off-campus trips. School-owned technology may not be used to intimidate, harass, threaten, or bully another student. In addition, interpersonal misconduct is prohibited at a location, activity, function, or program that is not School-related or through the use of technology or an electronic device that is not owned, leased, or used by the School, if such conduct: (a) creates a hostile environment at school for a student, (b) infringes on the rights of a student at school, or (c) substantially disrupts the educational process or the School's orderly operations.

#### Definitions

##### *Aggressor*

A student or faculty/staff member who engages in bullying (including cyber-bullying), harassment, discrimination, hazing, sexual assault, sexual harassment, or retaliation towards another person.

##### *Bullying*

Bullying is defined as the use of a written, verbal, or electronic expression or a physical act or gesture, or any combination thereof, by one or more students or members of the faculty/staff directed at a target that: (a) causes physical or emotional harm to the student or damage to the student's property; (b) places the student in reasonable fear of harm to the student's self or damage to the student's property; (c) creates a hostile environment at school for the student; (d) infringes on the rights of the student at school; or (e) materially and substantially disrupts the educational process or the orderly operations of the School.

The School recognizes that certain students may be more vulnerable to becoming targets of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

### *Cyber-Bullying*

Cyber-bullying is bullying through the use of technology or electronic communication, including, but not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyber-bullying includes, but is not limited to: (a) the creation of a web page or blog in which the creator assumes the identity of another person, and (b) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation constitutes bullying conduct as defined above. Cyber-bullying includes, but is not limited to the distribution by electronic means of a communication to more than one person, or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions included in the definition of bullying.

### *Faculty/Staff*

Faculty/staff members include, but are not limited to, educators, administrators, counselors, school nurses, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, and paraprofessionals.

### *Harassment Or Discrimination*

Harassment or discrimination is behavior that is pervasive or severe and has the purpose or effect of: (a) creating an intimidating, hostile, or offensive environment; (b) interfering unreasonably with a student's academic performance; or (c) creating a situation where academic decisions of a student depend on the student submitting to and/or not objecting to the behavior.

Harassment and discrimination can take many forms. Examples include limiting opportunities to participate in certain clubs, teams, or activities based on certain characteristics, as well as slurs, jokes, statements, remarks, questions, gestures, pictures, emails, texts, or cartoons regarding a legally protected status that are derogatory or demeaning to an individual's or group's characteristics or that promote stereotypes. Harassment also includes sexual harassment (as defined below).

### *Hazing*

Hazing means subjecting another student to an activity that endangers or is likely to endanger the physical health of a student, regardless of a student's willingness to participate in such activity.

### *Hostile Environment*

A hostile environment refers to a situation in which certain misconduct causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive so as to alter the conditions of a student's education.

### *Retaliation*

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports misconduct (including, but not limited to, bullying, harassment, discrimination, hazing, sexual assault, or



sexual harassment), provides information during an investigation, or witnesses and/or has reliable information about such misconduct.

#### *Sexual Assault*

Sexual assault occurs when a person is forced or coerced into sexual activity without giving consent. Sexual activity includes, but is not limited to, touching or fondling, either directly or through the clothing, of another's intimate areas or any contact, or intrusion or penetration of another's sex organs, anus, or mouth.

#### *Sexual Harassment*

Sexual harassment is a type of harassment (as defined above). Sexual harassment includes unwilling and unwanted sexual attention, regardless of gender, from anyone with whom a person may interact in the course of attending the School or being present at School-sponsored activities.

Examples of behavior that may constitute sexual harassment include (regardless of whether the intent or consequence of such behavior is to make the target feel uncomfortable): (a) offensive body language (staring and/or leering at a person's body or standing/brushing too close); (b) offensive or unwanted sexual comments, abuse, jokes, or insults, delivered orally or in writing; (c) derogatory or pornographic posters, cartoons, or drawings; (d) pressure for sexual activity (such as hazing or threats as well as repeated requests after rejections); (e) offering favors or benefits in exchange for sexual acts, or threatening mistreatment if one does not engage in sexual acts; and (f) offensive or unwelcome physical advances (including kissing, hugging, pinching, grabbing, groping, "playful" slapping, etc.).

#### *Target*

Any student against whom bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment has been perpetrated.

#### Legal Definitions And School Policies

In accordance with the School's mission, values, and standards of conduct, the School has, at times, supplemented and/or provided broader protections against bullying, discrimination, harassment, and other inappropriate conduct than may be required under applicable laws. In essence, the School's standards may be stricter than the law and the School may impose discipline accordingly. The School's efforts to enhance its protection of students in no way expand an individual's rights under the law and other applicable laws may supersede this policy. Further, the School may modify and amplify the standards set forth above and use its discretion in the interpretative enforcement of all ideals and standards of conduct.

#### Reporting Complaints

A student who is the target of bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment, or who has witnessed such an incident or any incident of retaliation, or who otherwise has relevant information about conduct prohibited by the School, is strongly encouraged to report the matter promptly (either orally or in writing) to the Head of School or to any other administrator or faculty member with whom the student is comfortable speaking. If a student is uncomfortable

contacting one of these individuals, the student may ask an advisor, another adult, or a classmate to help. Oral reports made to a member of the faculty/staff will generally be memorialized in writing.

With respect to reporting sexual assault in particular, students are strongly urged to speak to a trusted adult on campus or at home or to the School Nurse. When making such outreach, students may share as little or as much information as they would like.

Parents/guardians of a student who is the target of interpersonal misconduct, or of a student who has witnessed or otherwise has relevant information about such misconduct, are urged to immediately notify the Division Director or Head of School. Furthermore, any parent/guardian who has witnessed interpersonal misconduct, or has relevant information concerning such an incident or any incident of retaliation, are strongly encouraged to contact one of these administrators immediately.

The School urges students and parents/guardians not to make anonymous reports. Although there are circumstances in which an anonymous report can be better than none at all, it is far more difficult to determine the facts of what occurred if complaints are made anonymously and disciplinary action will generally not be taken against an individual *solely* on the basis of an anonymous report.

The School cannot promise absolute confidentiality to those reporting bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment, as there may be a need to share information during an investigation or otherwise; however, the School will disclose such information with discretion, on a need-to-know basis.

#### False Complaints

All persons involved in a complaint or investigation should understand that false or exaggerated accusations can be extremely damaging to innocent persons; therefore, the School expects and requires the honest and full disclosure of facts by all involved. Any person who knowingly makes a false accusation of bullying, harassment, discrimination, hazing, sexual assault, sexual harassment, or retaliation may be subject to disciplinary action.

#### Responding To Complaints

The goals of an investigation, and any supportive, disciplinary, or other remedial process that is imposed following that investigation, are to correct the situation to the extent reasonably possible and to take steps to prevent repetition of the incident and retaliation.

When a complaint is brought to the attention of the Head of School or the Head of School's designee, an assessment is made to determine the initial steps appropriate to protect the well-being of the students involved (including both the alleged targets and aggressors), and to prevent disruption of the learning environment while the investigation is undertaken. The School may use strategies, such as increased supervision, stay-away mandates, and personal safety plans, as may be appropriate to prevent further misconduct, witness interference and/or retaliation during the course of and after the investigation.

The Head of School or Head of School's designee will conduct an impartial, fact-finding investigation of the complaint. This investigation may include (but is not necessarily limited to) interviews with the complainant, alleged target(s), alleged aggressor(s) and any other witnesses or parties who have information relevant to the alleged incident. The School may consult with faculty, the School's

healthcare providers, the parents/guardians of the alleged target(s) and/or the alleged aggressor(s), or any other person deemed to have knowledge about, or circumstances surrounding, the complaint.

The School neither tolerates nor engages in retaliation against an individual for filing a complaint about interpersonal misconduct or cooperating in an investigation of such a complaint. The School will not take adverse action against a student for making a good faith report of interpersonal misconduct. An individual who is found to have engaged in retaliation against a student for filing a complaint, or participating in the investigation of a complaint, may be subject to disciplinary action.

Upon completion of the investigation, the Head of School (or the Head of School's designee) will generally make the following determinations:

- Whether and to what extent the allegation of bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment has been substantiated.
- Whether any disciplinary action and/or other remedial action is appropriate and, if so, how it will be implemented.
- Whether counseling, or a referral to appropriate services, should be offered to targets, aggressors, or family members of the affected students or targets.

The Head of School (or the Head of School's designee) will determine any appropriate disciplinary action for a student who is found to have committed an incident of bullying, harassment, discrimination, hazing, sexual assault, sexual harassment, or retaliation. The range of disciplinary actions will balance the need for accountability with the goal of teaching appropriate behavior, and may result in restriction, disciplinary notice, mandatory counseling, suspension, separation, dismissal and/or any disciplinary action deemed appropriate by the School.

Information about consequences or other corrective action may be shared with the School community as deemed appropriate by the Head of School. Such announcement may be made in person, by electronic communication or otherwise. Resources such as counseling or referral to appropriate services are available to all students – including the alleged aggressor(s) and the alleged target(s) – during and after an investigation.

#### *Notification To Parents/Guardians*

The School will generally notify the parents/guardians of the alleged target(s) and the alleged aggressor(s) promptly after a complaint has been filed, upon completion of the investigation, and to report the results of the investigation. Parents/guardians of the target(s) will generally also be notified of any action to be taken to prevent further acts of bullying, harassment, discrimination, hazing, sexual assault, sexual harassment, or retaliation.

In all situations, the amount of information shared by the School may be limited by confidentiality laws protecting student and employee records, other confidentiality or privacy considerations, and/or concerns regarding the integrity of the investigation processes.

### *Notification To Government Authorities*

In appropriate circumstances, such as when a crime may have been committed or a child may have been subjected to abuse or neglect of the type that is reportable under Georgia law to DFCS, law enforcement, or other appropriate government agencies may be notified. At any point after receiving a report of misconduct, including, but not limited to, bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment, the School may notify local law enforcement or other government agencies. If the School receives a complaint involving students from another school, the School may notify the appropriate administrator of the other school so that both may take appropriate action.

### Sanctuary Policy Applicable To Sexual Assault

Student health and safety are more important than discipline. Therefore, a student should not refrain from seeking help for fear of discipline by the School. If a student is violating a School rule when the student needs to call for help due to a sexual assault, the student will generally be granted sanctuary from discipline for the rule violation (unless, for instance, the student perpetrated the sexual assault). We reiterate that we strongly encourage students to promptly report to a School employee any incident where the health or safety of a student may be at risk.

### **Child Abuse and Neglect**

The School is committed to the highest standards of care for our students and seeks to ensure that our students are protected from inappropriate or hurtful actions by adults responsible for their care, as well as by anyone else who may mistreat a student. In accordance with Georgia law, all School employees are required to report suspected abuse or neglect of any student under age 18.

Georgia law requires School employees having “reasonable cause to believe” that a child has been abused or neglected to report such knowledge or suspicion immediately. Suspicion or belief may be based on factors including, but not limited to, observations, allegations, facts or statements by a child, a victim, or a third party. Such suspicion does not require certainty or probable cause. The responsibility to report rests both on the School and also on all School employees. Any School employee who suspects that a student is being abused or neglected is required to report this information to the Head of School or the Director of Finance & Operations, who will report this information to DFCS .

## VI. DISCIPLINE GUIDELINES

### General

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: (1) Responsibility, (2) Respect, (3) Community, (4) Safety, and (5) Integrity and Honesty. The School works to employ meaningful, consistent, and logical consequences in every disciplinary situation. The School also strives to promote effective and caring communication among faculty, students, and parents that supports students in their personal growth and provides room for a young person to make mistakes and learn from them.

In addition to meting out institutional consequences, teachers and administrators 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 AGS is designed to meet the following goals:

- Maintain orderly School operation;
- Maintain an optimal learning environment for all students—School facilities and classrooms should 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; and
- 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. Expectations vary according to the grade level, environment, and goals of the class.

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 may be required to modify her behavior. Students who choose to remain present when other students are engaging in misconduct may also be subject to disciplinary action. The School may, in its sole discretion, contact parents to address both minor and more serious instances of misconduct, at any stage of the discipline process.

As a School, we want to work with families in changing behaviors in students that interfere with the learning climate of a classroom or pose problems of safety for students. Occasionally, students need to be reminded about expectations and consequences of behavior. Both expectations and consequences are age and developmentally appropriate.

Consequences for behaviors are imposed on three levels, and all disciplinary actions beyond the classroom are noted in a behavioral file for the student. The guidelines in this section apply to all conduct by students, whether on or off campus, as long as they are enrolled at the School

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 generally 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 and Division Director:** Repeated infractions, including issues of disrespect, academic dishonesty, socially aggressive/bullying behavior, and technology misuse, will generally be referred to the Grade Level Dean or Division Director. 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. Any student who has been suspended from school may not be allowed to run for a leadership position for the school year following the offense.
3. **Consequences imposed by the Head of School:** Any criminal offenses or repeated or severe incidents of bullying, dishonesty, or disrespect will generally be referred by the Division Director to the Head of School. Consequences may include suspension or expulsion in the School's sole discretion.

### **Behavioral Expectations While Away From School**

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, conduct that reflects negatively on the School, or conduct that affects the learning environment at 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.

### **Disclosure to Colleges**

It is the School's policy to support students in reporting serious disciplinary consequences 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 and the Division Director 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. The College Counselor will generally

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 generally 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.

### **Disclosure to Next Schools**

If a student applying to different secondary school, or who has recently been accepted to attend a different school, is suspended or expelled, or experiences any significant change in status at the School after the student's applications have been submitted to secondary or other schools, it is the obligation of the student and the student's parents to contact all such secondary or other schools to inform them of the incident. The School may, in its sole discretion, also communicate with each secondary or other school regarding the situation. The School will generally work closely with students and families to support the honest reporting of disciplinary matters, in order to support student success at next schools.

## VII. STUDENT HEALTH AND SUPPORT

### **Student Life and Wellness**

Led by Grade Level Deans, MS Student Life Coordinator, and Division Director, 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.

AGS 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. AGS 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. Depending on 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.

### **Advisory**

The mission of the advisory program at AGS is to help students 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. Advisors act as advocates for their students and serve as an essential communication link between home and school; our goal is that each advisor become the person on campus who knows best each of that advisor's students.



## **School Nurse and Illness**

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.

If a student is unable to attend classes, parents are expected to make arrangements to pick up their child.

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.

## **Health Records, Regulations, and Access**

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 and new students are required to submit an up-to-date immunization record.

Parents are asked to provide the School with information about the student's physical and emotional health. In part, this information is obtained to comply with state law; it is also needed to keep the School well-informed of the health of all students. The School is sensitive to the privacy of this information and is committed to protecting the confidentiality of students and their families as indicated in the "Confidentiality" section of this Handbook.

## **Immunization and Communicable Illness**

In accordance with Georgia law, the School requires all students to provide proof of up-to-date immunizations or a certificate of exemption before attending school. Proof of immunization should be recorded on a Certificate of Immunization form and signed by a medical professional. A "medical exemption" must be indicated on a Certificate of Immunization signed by a medical professional, attesting that the student is exempt from a specific vaccine(s) because of medical reasons. A student with a qualified religious exemption must provide the School with a completed Affidavit of Religious Objection to Immunization (as set forth in DPH Form 2208), pursuant to state law. An Affidavit of Religious Objection to Immunization must be signed by the student's parent or guardian (and by students age 18 and older), attesting that immunization conflicts with their sincerely-held religious beliefs. Students who do not provide proof of up-to-date immunizations or qualify for an exemption will not be permitted to attend the School or participate in any School activities.

If there is a risk of a vaccine-preventable disease impacting campus or the School community, the School may, in its sole discretion, exclude non-immunized students, including those with valid religious or medical exemptions, from school and all School activities. Excluded students will not be permitted to

return until (1) the danger of the outbreak has passed; (2) the student becomes ill with the disease and completely recovers; or (3) the student is immunized. In determining whether there is a risk of a vaccine-preventable disease, the School may consult with appropriate medical professionals and/or the Georgia Department of Public Health.

### **Communicable Illnesses**

The School may exclude any student who has a communicable illness, has been exposed to an infected person, or has traveled to an area impacted by a communicable illness if the School determines, in its sole discretion, that such exclusion is appropriate for the welfare of the student or the School community. The School may also screen students or require students to be screened by appropriate medical professionals to determine whether they pose a risk to the community and/or should be excluded from campus. In reaching the decision to exclude a student from the School, the School may consult with appropriate medical professionals and/or the Georgia Department of Public Health. If and when appropriate, the School will disseminate information to students and families regarding campus health and safety issues through regular internal communication channels. For example, the School may provide families with information about the nature and spread of communicable illnesses, including symptoms and signs to watch for, as well as required steps to be taken in the event of an epidemic or outbreak. We encourage all parents and guardians to contact medical professionals with any questions or concerns about communicable illnesses or immunization issues.

#### Health and Safety Communications Regarding Communicable Illnesses

If and when appropriate, the School will disseminate information to students and families regarding campus health and safety issues through regular internal communication channels. For example, the School may provide families with information about the nature and spread of communicable illnesses, including symptoms and signs to watch for, as well as required steps to be taken in the event of an epidemic or outbreak. Of course, we encourage all parents and guardians to contact medical professionals with any questions or concerns about communicable illnesses or immunization issues.

### **Medications at School**

Students may not bring, and will not be permitted to maintain, medicine of any kind with their personal belongings. Parents are expected to attend to students' medication needs outside of school whenever possible; however, if a student must take a daily prescription medication, parents are expected to provide the School with an Authorization to Administer Medication Form signed by the student's doctor and parent(s). The Authorization to Administer Medication Form can be found on the parent page on the AGS website. The School Nurse, in collaboration with the parent/guardian and the student's physician, will establish an individualized medication action plan for any students who must take medications at school.

A responsible adult should deliver medications to the School in a pharmacy or manufacturer-labeled container. Please ask your pharmacy to provide separate bottles for School and home. Medications will be stored in the Infirmary and will be dispensed by School nursing staff or by School personnel who have been designated and trained in accordance with the School's policy regarding delegation of prescription medication administration. Medications should be picked up at the end of the school year. Any medications left after one week of School closure in June will be destroyed.

The School Nurse, in collaboration with the parent/guardian and the student's physician, will also establish an individualized medication action plan for any student requesting medication self-administration privileges. The student will be involved in the decision-making process and the student's preferences respected to the maximum extent possible. In a collaborative effort, the School Nurse together with the student, the student's parent/guardian, and physician will determine the student's understanding of the student's medication(s) and competency in the administration of the student's medication(s). Based on this determination, the School Nurse will allow or disallow self-administration privileges in accordance with state and federal laws. The self-administration of medication(s) shall include self-administration while on School property or during School-sponsored trips. A duplicate dose of life-saving medication provided by the parent/guardian will be stored at the School Infirmary. It is the sole responsibility of the parent/guardian to notify the School Nurse in order to update the student's medication administration plan with respect to any medication(s), dosing revisions, and health status changes.

Misuse of the right to self-administer medication(s) will result in immediate revocation of said privilege(s). The School will not assume any responsibility for students not in compliance with this medication self-administration policy.

### **Other Counseling**

The School maintains a list of referrals for educational, intellectual, psychological, or speech and language evaluations, should parents/guardians wish to consult with the School regarding such an evaluation. Parents who need guidance in this area are encouraged to consult the Head of School, School Counselor and Learning Specialist, or Division Director. It is recommended that the results of such evaluations be shared with School personnel so that appropriate recommendations can be implemented.

### **Medical Leave**

A medical leave from school may be appropriate in case of serious illness, bodily injury, or mental health condition, as determined in accordance with this policy. Decisions about granting or requiring a medical leave, or reinstating a student who has been on leave, rest with the senior administrators, the School Nurse, and/or the Learning Specialist; they will be guided by the principal goal of a medical leave: to give the student the opportunity to regain health and thereby function consistently, productively, and safely at school. In the absence of a treatment plan that, in the School's opinion, meets these needs, the School may decline to grant a medical leave request, and instead require the student to withdraw.

A student's family may request medical leave. The School requires that any request for medical leave be accompanied by sufficient supporting documentation (as determined by the School in its sole discretion) to allow the School to evaluate the leave request, including, but not limited to, at least the following information: (a) a recommendation from the student's treating medical professionals that the student would benefit from taking a medical leave; (b) a description of how the student's medical condition limits the student's ability to participate in required academic or extracurricular activities; (c) the plan for treatment of the student's medical condition; and (d) an anticipated date for the student's return.

Additionally, if in the School's judgment, a student is exhibiting symptoms or behavior that make the student unable to participate appropriately in academic or extracurricular activities without imposing an undue burden on the School's resources, the School may recommend that the student be evaluated and

subsequently placed on a medical leave. The School may initiate a discussion of a leave of absence in circumstances including, but not limited to:

- When mental health or physical symptoms are or may be impeding a student from functioning appropriately academically;
- When a physical or mental health condition interferes with a student's attendance at school;
- When a student behaves in ways that may be self-destructive or dangerous to others;
- When a student is not engaged in treatment that the School has made a condition of attendance, after the student has been evaluated by medical and/or mental health professionals, who have deemed such treatment appropriate; or
- When a student exhibits symptoms or behavior that is of concern to the School.

This initial discussion may include, in the School's sole discretion, the student's advisor, senior administrators, the School Nurse, the School Counselor and Learning Specialist, the parents, or the student, as deemed appropriate. The purpose of this initial discussion is to establish the steps that the family is taking to ensure that the student is well enough to participate fully in life at school; and the further steps that the School may require if the situation does not improve.

The School may require the family (parents and student) to enter into a medical leave agreement detailing the parameters of any leave. The agreement may include conditions and requirements for the student's return to school. While a student on leave is excused from attending class, the student must make arrangements to make up missed work either while on leave (if possible) or upon return. While the School will strive to minimize academic disruption, the School may require that a student drop a course or courses if a prolonged absence will make it difficult for the student to satisfactorily complete the requirements of the course. To return to school from a medical leave, a student must provide a thorough, written professional evaluation of the student's current mental health and/or medical condition from the physician, psychiatrist, or other professional who treated the student during the medical leave. The School may require additional evaluation by a physician or mental health consultant of its choosing. The guiding principle of re-admission from a medical leave is the School's confidence that the student can return safely; and that the student's return will not compromise the student's continued recovery, interfere with the School's ability to serve other students' needs, or place an undue burden on the School. The decision regarding any student's return to the School from a medical leave remains in the sole discretion of the School. As a corollary to this principle, a student whom the School determines can safely participate in the regular school day may nevertheless be restricted from participation in overnight field trips or other residential-style school activities.

### **Food Allergies**

Our goals are to provide a safe and respectful environment for all students, to educate the School community about the nature of food allergies, and to provide support and encouragement as our students develop good decision-making skills and learn the critical lessons of managing their allergies. We hope to foster self-confidence, self-respect, and self-advocacy in our students, and to support families as they help students learn to appropriately manage their allergies. For students without allergies, our goals are to increase their awareness of food allergies, and to encourage the development of empathy and the skills needed for them to become supportive allies for their peers. As a School, we strive to help our students graduate with the skills and confidence to advocate for their own and others' health and physical safety.

The School is committed to providing a safe and inclusive environment for all students. Parents of students who have severe allergies with the potential for developing anaphylaxis must meet with the School Nurse to develop an action plan prior to the start of the school year. Classroom management will be discussed at that time. This plan must be reviewed prior to the start of each school year.

### **Asthma Management**

Parents of students with asthma should contact the School Nurse prior to the start of school to discuss an asthma management plan.

### **Head Lice**

It is the position of the American Academy of Pediatrics and the National Association of School Nurses that the management of head lice should not disrupt the educational process. Lice are not a major health problem since they do not transmit diseases or cause permanent problems.

- When a faculty member suspects the presence of lice, the student will be referred to the school nurse.
- The school nurse will confirm the presence of lice or nits on the suspected individual. If there should be difficulty in identifying the presence of lice Once a student is identified as being infested, the school nurse should check her siblings.
- Parents should be encouraged to continue daily nit removal. Retreatment in 7-10 days is recommended with pediculicides or nits, the school nurse may then refer the student to her physician for further evaluation.
- Infested students' parents should be notified immediately. A copy of the Georgia Department of Public Health Head Lice Manual (select pages) and recommendations for treatment should be sent home with student.

### **Emergencies**

The School Nurse will attempt to contact parents regarding illness or injury, minor or serious, but in circumstances that warrant immediate attention when the School is unable to reach the parents/guardians, designated emergency contacts, or the student's physician, 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 School neither diagnoses nor treats injuries that occur on non-school time, but does offer temporary first aid for problems that arise during school. If a student complains of a persistent earache, sore throat, rashes, or joint pain, such complaints warrant a call to the student's pediatrician.

Parents are expected to keep Emergency Forms up-to-date. Please remember, it is most important that the School have current home, work, and cell phone numbers for parents/guardians or others (relatives, friends, or neighbors) who routinely assume temporary care of the student if the student's parent(s) cannot be reached.

### **Confidentiality**

Members of the School community commit themselves to maintaining appropriate professional tact and discretion with regard to confidential information they receive. However, confidential information may be disclosed to the Head of School, appropriate administrators, outside professionals, law enforcement officers, parents/guardians, and others when there is a compelling reason for doing so, including, without limitation, in cases of health and safety emergencies (when students or others are in imminent danger of harm); when there is concern about an individual's ability to function academically, emotionally, physically, and/or mentally within the School environment; or when legal requirements demand that confidential information be revealed.

## VIII. 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.

### **Annual Physical Evaluation Form**

Students are required to have on file a Pre-Participation Physical Evaluation Form (located on the parent page of the AGS website) completed and signed by a medical doctor stating that the student is physically fit to participate in physical education classes and athletics. The Physical Form must be updated annually. No student will be allowed to participate until this Form is on file. Students must be in School for the majority of the school day to be eligible for participation in athletics and all extracurricular activities.

### **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, including parents and other family members, at all times. Failure to do so may result in a student athlete's 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, tobacco, 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 Use of Alcohol, Drugs, and Tobacco policy.

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 Student 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. Students with excessive absences and/or tardies may not be allowed to participate in extracurricular activities for the semester.

## **Parent-Coach Communications**

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.

As with parent-teacher and parent-advisor relations, athletics promotes the establishment of good communication between parents and coaches. It is assumed that parents and coaches will understand their respective roles in order to best support our student athletes. In an effort to promote effective communication, the following guidelines should be followed:

Parents may expect to learn from coaches information about:

- The coach's and program's philosophy;
- Individual and team expectations;
- Location and times of all practices and games;
- Team requirements (i.e., practices, equipment, off-season conditioning);
- Procedures regarding injuries during practices/games; and
- Discipline that may result in the denial of participation.

Parents are expected to:

- Express concerns directly to the coach;
- Notify coaches well in advance of any schedule conflicts;
- Support the program; and
- Encourage students to strive for excellence.

Appropriate concerns for parents to discuss with coaches include, but are not limited to:

- Students' psychological or physical treatment;
- Ways to help students develop and improve;
- Questions about the coach's philosophy; and
- Concerns regarding students' behavior during athletics.



Inappropriate concerns for parents to discuss with coaches include, but are not limited to:

- The amount of playing time for students;
- Team strategies or play calls; and
- Other student-athletes.

If a parent has a concern to discuss with a coach, the parent should call to set up an appointment with the coach. If the coach cannot be reached, a parent should call the Athletic Director, who will help to set up a meeting with the coach. Parents should not confront a coach before, after or during a practice or game. If, after meeting with a coach, a parent still has concerns, the parent should call and set up an appointment with the Athletic Director to discuss the situation.

### **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; and
6. Maintain good academic standing

### **Team Sports Offerings**

#### **Middle School**

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.

The Middle School offers the following team sports:

- Fall (*August – October*): Cross Country and Volleyball
- Winter (*November – February*): Basketball and Swimming\*
- Spring (*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.

### **Upper School**

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.

- Fall (*August – October*): Cross Country and Volleyball
- Winter (*October – February*): Basketball and Swimming\*
- Spring (*February – May*): Soccer, Tennis, and Track & Field

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

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 (subject to the School's requirement that US 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 may still have events that limit participation. In these cases, participation will be limited to top performers.

## IX. EXTRA-CURRICULAR ACTIVITIES AND SPECIAL EVENTS

The School encourages students to develop and practice their talents, interests, and skills in athletics, performance arts, publications, and other clubs. A variety of athletic teams, school clubs, drama productions, and after-school activities are provided for students. Although participation in School activities is highly encouraged, students involved in such activities have a responsibility for regular attendance and consistent participation. Students with excessive absences and/or tardies may not be allowed to participate in extracurricular activities for the semester.

### **Student Leadership**

AGS offers various student leadership positions in which students can participate. As a student leader, any member of the below groups who does not adhere to School rules or does not maintain a clean disciplinary record or positive spirit may be dismissed from the respective group. Any student who has been suspended from school may not be allowed to run for a leadership position for the school year following the offense.

#### 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 groups 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.

#### 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. This group also works with the Circle of Sisters to thoughtfully and purposefully promote the core values of Atlanta Girls' School among the student body.

#### 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.

### **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.

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 who participate in after-school productions recognize that academic responsibilities take precedence over AGS extracurricular participation. Students participating in performing arts should regularly attend Office Hours, 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.

### **Student 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. An Upper School student wishing to start a new club is encouraged to discuss her proposal with a potential faculty sponsor and the Division Director. In August, any student wishing to continue an existing club or form a new club must complete a Club Registration Form and submit the form to the Division Director. Club membership requires regular attendance at meetings and active participation in and support of club sponsored projects and activities.

### **Student Fundraising**

Students seeking to engage in fundraising activities for community, service, or school-related trips and events should work with their advisor and must first submit a written proposal to their respective Division Director who will coordinate with the Director of Advancement for approval. Upon reviewing the student's written proposal, the Directors will respond to the student(s) and advisor and guide the next steps in the process in relation to the original requests.

### **School Trips**

The School offers a variety of field trips during the school year. Parents/guardians are notified of upcoming trips off campus. All School trips are required to be alcohol, drug, and tobacco free. Students participating in School trips are required to comply with all applicable School rules and all applicable laws.

### **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, that person 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, that person 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.

**Birthdays & Parties**

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.

## **X. GENERAL SCHOOL POLICIES**

### **Student Media Waiver**

The School's ability to portray its program accurately and vibrantly depends on families' support of the School's use of images of students and the students' work. Therefore, we ask parents to authorize the School, its successors and assigns, and those acting within its permission and upon its authority, to use the Student's name, photographic image (including, but not limited to, portrait, picture, video, or other reproductions), audio recordings of the Student's voice, video recordings of the Student, and likeness, written or in electronic format, and/or reproductions of the Student's work (collectively referred to herein as "Student Media Information") in the School's publications, marketing and promotional materials, website, press releases, and/or advertising media.

We ask parents to do the following:

- Waive the right to inspect or approve the finished product, including written or electronic copy, wherein the Student Media Information appears
- Acknowledge the School's right to crop or alter any photographic image of the Student at its discretion
- Authorize the School to use the Student Media Information, as described herein, on more than one occasion, without limitation to the number of times it is used, in perpetuity
- Authorize the School to reproduce, or cause to be reproduced and used, the Student Media Information described herein

Parents and students will receive no compensation for such use, and agree to release the School, its successors and assigns, and those acting within its permission and upon its authority, from any liability, responsibility, or claim that may arise by reason of any exercise of the authority granted above. If parents do not consent to such use, they must notify the Division Director in writing prior to the start of school. Media release permission is not shared with other students or parents and does not ensure Student Media Information will not appear, if published by a student, parent, or other individual, or in student-run publications or student-run social media sites. While the School strives to abide by parent/guardian wishes, it does not guarantee incidental uses of a student's name or image will never occur.

### **Lesbian, Gay, Bisexual, and Transgender Students**

The School strives to provide a safe and supportive environment that will help students succeed academically and socially. To that end, the School promotes respect for all people, and will not tolerate harassment or bullying based on sexual orientation or gender identity or expression that impacts a student's experience at the School (whether the bullying or harassment takes place on or off campus), including cyber-bullying through the use of electronic technology (on or off the School's campus, and on or off the School's network). Particularly with respect to transgender and gender non-conforming students, the School will work closely with students and their families to strive to honor their wishes with respect to use of School facilities, participation in athletics, accuracy of student records, use of preferred name and pronouns, and privacy, in accordance with applicable law, and to the extent that the School's campus facilities reasonably permit.

### **Students Age 18 and Older**

Some students enrolled at the School will reach the age of 18 before graduation. In the United States, age 18 is the age of majority, which means that legally, an 18-year-old student is able to enter into contractual obligations on the student's behalf (and is required to abide by those obligations). Therefore, the School requires all students, upon their 18th birthday, to review the Enrollment Agreement that their parents or legal guardians signed on the students' behalf and execute an Addendum to that Agreement, which provides as follows:

- permission for the School to discuss and release information and records to the student's parent(s) and legal guardian(s) about any issues relating to the student's enrollment at the School, including, but not limited to, academic records, academic performance, health matters, disciplinary issues and financial matters; and
- authorization for the School to interact with the student's parent(s) and legal guardian(s) as if the student were under the age of 18.

The student's parent(s) or guardian(s) will also continue to be responsible under the terms of the student's Enrollment Agreement.

### **International Students**

Students enrolled at the School from countries outside of the United States are required to ensure that their visas, health insurance coverage, and all other requirements applicable to domestic students (including vaccinations and completion of all enrollment and orientation forms) are in order prior to arriving on campus at the beginning of the school year. International students are also responsible for ensuring that their travel arrangements coincide with the school calendar.

### **Gift Giving**

Gifts from individual families to teachers are in no way required or expected.

Gift giving among students at school can lead both to awkwardness and hurt feelings. We discourage students from exchanging gifts at school, and if students choose to do so, it should be done as privately as is possible.

## **XI. FAMILY INVOLVEMENT**

### **Parental Comportment and Support for School Policies**

At AGS, we believe that a positive relationship between the School and a student's parents or guardians is essential to the fulfillment of the School's mission. We recognize that effective relationships are characterized by clearly defined responsibilities, a shared commitment to collaboration, and open lines of communication, mutual respect, and a common vision of the goals to be achieved.

The School understands and appreciates that parents and guardians may employ different means to meet the expectations and responsibilities expressed in this policy. Nevertheless, AGS, at all times, may dismiss a student whose parent, guardian, family member, or other adult involved with the student, in the sole judgment of the School, fails to comply with this or any other policy or procedure of the School, engages in conduct either on or off the School's property that could undermine the authority of the School's administration, or otherwise behaves in a manner that is unbecoming of a member of the School community. The School may refuse re-enrollment of a student if the School, in its sole discretion, believes the actions of a parent or guardian on or off the School's property make a positive, constructive relationship impossible, or otherwise may interfere with the School's accomplishment of its mission and/or educational goals.

To assist in creating the most effective relationship, the School expects that parents will observe the following guidelines:

#### **1. Share in the School's vision.**

- Support the mission of the School.
- Understand and support the School's mission, vision, philosophy, policies, and procedures.
- Support the School's disciplinary process and understand that the School's authority in such matters is final.
- Be supportive of the School's commitment to a diverse and inclusive community.
- Acknowledge that the payment of tuition is an investment in the education of the student, not an investment of ownership in the School.
- Support the School's emphasis on sustainable practices.

#### **2. Provide a home environment that supports the intellectual, physical, and emotional growth of the student.**

- Create a schedule and structure that supports a student's study and completion of homework requirements.
- Be aware of the student's online activities and use of computers, television, and video games.
- Encourage integrity and civility in the student.
- Be a role model, especially when it comes to behavior at School and at athletic events.
- Encourage the student's participation in events that promote high standards; actively discourage participation in events that can lead to illegal or unwise behavior.



### **3. Participate in the establishment of a home/School and School community relationship built on communication, collaboration, and mutual respect.**

- Provide a home environment that supports positive attitudes toward the School.
- Treat each member of the community with respect, assume good will, and maintain a collaborative approach when conflicts and challenges arise.
- Help build and maintain a positive School environment by not participating in or tolerating gossip.
- Maintain tact and discretion with regard to confidential information. In cases when students or others are in imminent danger of harm, when there is a compelling reason for doing so, or when legal requirements demand that confidential information must be revealed, information may be disclosed to the Head of School, administrators, outside professionals, or law enforcement officers.
- Respect the School's responsibility to do what is best for the entire community, while recognizing the needs of an individual student.
- Seek to resolve problems and secure information through appropriate channels (i.e., teacher/advisor/counselor, Head of School, in that order).
- Acknowledge the value of the educational experience at the School by making regular and timely School attendance a priority and scheduling non-emergency appointments outside the classroom day.
- Support the School through volunteerism and attendance at School events.
- Financially support the School to the best of one's ability.
- Share with the School any religious, cultural, medical, or personal information that the School may need to best serve students and the School community.
- Understand and support the School's technology policies.

#### **Family-School Communication**

- For questions or concerns about a student's experience at school, contact the student's advisor.
- For concerns with academic progress, contact the student's advisor.
- For questions or concerns about a specific academic class, contact the student's teacher and copy the student's 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 student's 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 during business days; 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

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 School Counselor and Learning Specialist.

### Deans

Grade Level Deans or Team Leader, the School Counselor and Learning Specialist, and the Division Director 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 strive to ensure 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.

### **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 mid-September and mid-February, and we encourage each student to take the lead in her conference. These conferences provide an opportunity for students to develop goals identified in the Portrait of an AGS Graduate: Character, Competence, and Reflection. In preparation for these conferences, students will become more self-aware as they reflect on their strengths and weaknesses, set specific and measurable academic and personal goals, address obstacles to meeting their goals, and identify where they can find the support needed to achieve their goals. They will become more resilient as they admit areas of weakness and face challenges head-on. They will learn to become more discerning and to set priorities as they work out strategies for becoming their best selves. 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.

### **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.

Please refer to the Homework policy in this Handbook for more information regarding setting proper boundaries with your daughter with respect to completing homework.

### Athletics

The parents'/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/guardian expectations include the following:

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.

Please refer to the Parent-Coach Communication policy in this Handbook for more information regarding supporting the School's coaches and athletics program.

### Performing Arts

Your daughter's artistic endeavors enrich her experience and personal gain throughout life. Parent/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.

### **Parent Involvement in Disciplinary Matters**

Disciplinary matters and student issues are handled directly by teachers, administrators, and appropriate staff. If a student is having an issue with another student, parents should not attempt to deal with the other student directly about that matter. Doing so may put a student in an intimidating situation and is best resolved, when appropriate, through a School administrator. Please speak to the appropriate School administrator for guidance with respect to any questions about contacting another student or parent about a School-related matter.

### **Current Family Contact Information**

Parents are expected to keep the School informed of contact information for emergency situations. If a parent is going to be away from home for an extended length of time, please leave a forwarding address and telephone number where the parent can be reached, as well as information regarding who will be responsible for the student and how they may be reached in case of illness or other emergency.

## **Multiple Households**

In order for the School to communicate most effectively with parents and support each student, teachers and administrators need to be aware of students who spend time in multiple households. Additionally, information regarding who the primary caregiver is should be communicated to the School, in the event of an emergency, and whether special co-parenting arrangements exist. If there are court-ordered guidelines regarding visitations, picking up a student from school, parent involvement in field trips or other issues, the School should be informed. These situations can be stressful for parents and confusing for students, and assistance in minimizing the School's phone calls for clarification is very important. Unless otherwise specified, each parent for whom the School has current contact information will receive a copy of the student's report card as well as other informational mailings and electronic communications during the year.

## **School Gatherings Off Campus (Not Sponsored by the School)**

In the younger grades, party invitations should not be delivered or discussed at School unless all classmates are included. The misuse of party invitations in a School setting can be very hurtful to students. The invitations themselves can offer all parents an important teaching opportunity with students on considering the feelings of others. No one likes to be excluded, and often parties create these feelings in students who are not a part of the celebration.

It is important to remember, through their quest for acceptance from peers and their desire for greater independence, that students still need clear boundaries and guidance, and the following section provides some ideas to consider. They are designed to be practical and, more importantly, are based on the values that we, as a School, stand for as part of our mission. In this sense, we hope that all our parents will support these in spirit, if not in letter.

### **1. Always be at an event or party in your own home.**

- The parents should be the greeters. During the party, parents should casually make their presence known.
- Have the party in a part of the house where the guests will be comfortable and where you can maintain adequate supervision.
- Be the ones to bring in the food and beverages. This will keep the party running smoothly, and it will allow you to meet your daughter's friends.
- Occasionally walk around outside.

### **2. Clearly establish ground rules and expectations with your daughter before the party takes place (before your daughter goes to any social event).**

- Let students know your expectations: they want guidelines, though you may hear something quite different.
- Give students options, but with clear guidelines. Discuss their responsibilities and discuss what the consequences are for inappropriate behavior and what the rewards are for appropriate behavior.
- Stress the concept of shared responsibility.
- Parents should take the responsibility of "playing the heavy," if there is inappropriate behavior.

**3. Make sure there is plenty of food and non-alcoholic beverages and plan activities.**

**4. If your daughter is invited to a party, you should contact the parent giving the party and:**

- Verify the location.
- Verify that parents will be present.
- Verify the starting and ending time.
- Offer assistance (e.g., chaperone, food, etc.).
- If there is to be a sleepover, find out what the ground rules will be.

If parents must be away for any length of time, make arrangements for quality supervision in the home to ensure that parents, students and the home are protected. Too many parties occur in homes when parents are away. Let the School and neighbors know if parents are away.

## **Fundraising**

### AGS Fundraising Philosophy

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. With respect to advancement and fundraising, AGS has centralized its fundraising within the Office of Advancement and in its various parent organizations that undertake such efforts. The School sanctions, and thereby limits, its advancement and fundraising activities to avoid over-solicitation of its parents and benefactors. The School strives to take the burden off of teachers and coaches by relieving them of regular and routine fundraising responsibilities.

### Fundraising Approval

All fundraising and solicitation activities must be pre-approved by the Administration of Atlanta Girls' School. The Fundraising Form, which can be found on the Atlanta Girls' School website, must be completed in full, approved by the Administration, and then, submitted for approval to the Office of Advancement before any fundraising activities can begin.

### Use of Fundraising Proceeds

The use of all proceeds from fundraising—whether restricted or unrestricted gifts—are subject to the approval of the School administration. Intended use of funds must be stated on the fundraising form. If giving has been restricted by the donor and the School administration has approved the gift, the fundraising proceeds will be used for the donor-intended purpose.

### Unrestricted Giving

Annual sustained giving is vital to the ongoing success of Atlanta Girls' School. The School's primary means for covering its tuition revenue shortfall is through such annual sustained giving. Each year AGS conducts an Annual Fund for which the AGS community is solicited for unrestricted gifts to the School. These unrestricted monies provide the School's Financial Office the greatest latitude for balancing the

School's budget and achieving the School's mission. Unrestricted giving in the form of Annual Fund gifts can cover the widest range of operating costs. Due to the fact that Annual Fund monies are part of the operating budget, if the Annual Fund monies fall short of their budgeted amount, the School must use savings to cover operating costs. To the extent that Annual Fund monies exceed their budgeted goal, the funds can be used for tuition assistance or to fund School improvements or other unforeseen projects.

### Reporting Gifts

Any gifts, whether cash or in-kind, that do not come directly to the Office of Advancement must be reported to the Advancement Office in writing by the department chair, coach, moderator, or parent organization within five working days so proper recognition and thanks can be assured. It is essential that all gifts to the School be accounted for not merely for the purposes of recognition and tax deductibility, but also for the Business Office to accurately track and assess program costs and report assets on the School's financial statements. To report in-kind gifts valued at \$100 or more, email the Office of Advancement. Gifts to the School that have been reported to the Office of Advancement are disclosed in the School's Annual Report published after the fiscal year end.

### Personal Gifts

Occasions arise when parents, alumni, or friends of Atlanta Girls' School are inclined to offer personal gifts—monetary or nonmonetary—to a coach, teacher, or staff member. These may range from relatively small tokens of appreciation to expensive gifts or cash. The policy of the School on personal gifts is that not all are appropriate and that the prudent coach, teacher, or staff member will use their best professional judgment in accepting such gifts.

### **Annual Giving**

The AGS community supports the School in the following ways:

**Annual Fund:** Each year the entire community is solicited for unrestricted gifts to the School's Annual Fund. Annual Fund support is critical in advancing the mission of the School. Donations to the Annual Fund are tax deductible. We strive for 100% participation in the Annual Fund from the Board of Trustees, parents, faculty, and staff.

**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](http://www.apogeebase.com/donate) to start the process. Be sure to list Atlanta Girls' School as the donor recipient school.

**Auction:** AGS hosts a signature fundraising auction each spring. Proceeds from the auction support the AGS Annual Fund. Parents may participate by purchasing patron sponsorships or tickets to attend the event, serving on the host committee, securing corporate sponsorships of the event, or soliciting auction items. All auction activities must be coordinated through the Office of Advancement.

**Giving In Honor or In Memory Of:** Gifts to the AGS Annual Fund may be designated in honor of or in memory of. Please include the dedication with your gift so that the Office of Advancement may properly recognize your donation.

**Capital Campaigns:** Capital campaigns are periodic initiatives that support projects not generally funded by the yearly operating budget. Capital support includes gifts for campus facilities, land purchases, and long-term programming initiatives. Unlike gifts to the Annual Fund, pledges and donations intended for capital campaigns can be structured over several years and are not always spent in the year they are made.

**Planned Giving:** Planned giving is another way to make a gift to AGS by including the School in your will or estate plans. Examples of planned gifts may include gifts of cash, securities, tangible property, real estate, or life insurance. Gifts may be made through bequests, charitable gift annuities, charitable remainder trusts, or charitable lead trusts.

**In-Kind Gifts:** Atlanta Girls' School may accept in-kind gifts as charitable contributions. In-kind gifts are donations of property other than cash and marketable securities. Examples could include real estate, art, books, equipment, furnishings, or smaller consumable items (e.g., cups, napkins, food, etc.). Donors must communicate and coordinate with AGS prior to the acceptance of any such in-kind gift. Any in-kind gift in excess of \$5,000 requires the donor to complete IRS form 8283 and requires the School's acknowledgement statement verifying the receipt of the donated in-kind gift. An individual who donates an in-kind gift greater than \$5,000 must get a qualified appraisal in order to deduct for tax purposes. Receipts will be prepared by the School and issued to the donor of in-kind gifts. These receipts will not list an amount—it is the donor's responsibility to determine the fair market value of the gift for IRS purposes—but will list a description of the in-kind gift donated. Although the amount is not included on the donor's receipt, the fair market value is recorded on the School's donor records/financial statements.

The following are additional ways to give to the School without cost to you:

**Employer/Employee Matching Gift Programs:** Many employers will match charitable contributions made by their employees and it is a great way for donors to double their gifts to the school. Check with your employer—typically the human resources department—to see if they match gifts to secondary education institutions. If so, get the matching gift form from your employer, fill out the form, and send it to the AGS Office of Advancement according to your employer's guidelines.

**AmazonSmile:** AmazonSmile is a simple and automatic way for you to support AGS every time you shop, at no cost to you. When you shop at smile.amazon.com, you'll find the exact same low prices, vast selection and convenient shopping experience as Amazon.com, with the bonus that Amazon will donate 0.5% of the purchase price to the School. On your first visit to AmazonSmile you need to select Atlanta Girls' School to receive donations from eligible purchases before you begin shopping. AmazonSmile will remember your selection, and then every eligible purchase you make will result in a donation.

**Publix:** Shoppers can help our School by using their Publix Partners Card when you go to the store. Simply present the card to the cashier and a portion of the sale will go back to AGS.



Cards are available through the Office of Advancement. You can give these cards to friends and family for their use as well.

For all questions regarding fundraising, charitable giving, or to become involved in development efforts at the School, please contact the AGS Advancement Office at 404-604-2811.

### **Parent Association and 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.

## **XII. ENROLLMENT AND FINANCIAL INFORMATION**

### **Tuition and Fees**

A non-refundable deposit is required for returning students as part of the enrollment agreement 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.

Miscellaneous charges such as books, supplies, lunches, travel, and testing fees are not included in tuition and will be billed separately.

### **Tuition Protection Plan**

The Tuition Protection Plan, or tuition insurance, is a program provided by the 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 daughter 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 the 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 School's 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 the "Parent Financial Statement" or "PFS") can be submitted online. 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, but not limited to, 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 Collections**

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 Blackbaud (grades and comments) 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 Blackbaud (grades and comments) will be suspended and the family must have a face-to-face meeting with the Director of Finance and Operations 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 Blackbaud 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.

This difficult conclusion is only reached after careful consideration. While parents are obviously involved in this process, the School will make the ultimate decision and will assist, if possible, in the process of locating an appropriate alternative school.