



# Wesley International Academy

## May Board Meeting

### **Date and Time**

Tuesday May 15, 2018 at 6:00 PM EDT

### **Location**

WIA Media Center

The May meeting of the WIA Board of Directors will take place on Tuesday, May 15, 2018 beginning at 6:00pm in the WIA Media Center. We hope to see as many stakeholders attend as possible.

### **Agenda**

	<b>Purpose</b>	<b>Presenter</b>	<b>Time</b>
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A.</b> Record Attendance and Guests		Thomas Ryan- Lawrence	3 m
<b>B.</b> Call the Meeting to Order		Beth Gay	1 m
<b>C.</b> Approve Minutes	Approve Minutes	Beth Gay	2 m
Approve Minutes from April 2018 regularly scheduled meeting			
Approve minutes for April Board Meeting on April 17, 2018			
<b>D.</b> Approve Minutes	Approve Minutes	Beth Gay	2 m
Approve minutes from April 2018 regular Board meeting (dated one day after on April 18, 2018)			
Approve minutes for April Board Meeting on April 18, 2017			
<b>II. Executive Director Updates</b>			<b>6:08 PM</b>
<b>A.</b> Monthly Report	FYI	Jason Marshall	5 m
Remarks from Jason			
<b>B.</b> Milestones Update	FYI	Alastair Pullen	15 m
<b>C.</b> Curriculum Recommendations	FYI	Donald Mason	10 m
<b>D.</b> Budget 2018-2019	FYI	Lisa Price	10 m

E. PYP Resources	FYI	Anita Lawrence	10 m
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**III. Public Comments 6:58 PM**

A. Public Comments	Discuss	Thomas Ryan- Lawrence	5 m
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Public comments are encouraged and must remain in accordance with WIA policies and procedures. The board allows any stakeholder an open forum to state their comments during any regularly scheduled or special meeting of the Board of Directors.

- Public comments are limited to 2 minutes per person.
- This is not a question and answer session, but rather an opportunity for stakeholders to share their thoughts and opinions in a respectful manner.
- Those wishing to comment to should sign up in advance of the meeting via [https://docs.google.com/forms/d/1F-1HHyOAtNLSLHxyfyZ9e\\_a3DPZZBCX7bubkbqZ9nIY/viewform](https://docs.google.com/forms/d/1F-1HHyOAtNLSLHxyfyZ9e_a3DPZZBCX7bubkbqZ9nIY/viewform). **Please note, online sign up will close fifteen minutes before the start of the meeting** those wishing to speak that have not signed up online in advance of the meeting may sign up in person prior to the beginning of the board meeting.
- In the interest of time, all policies and procedures, specifically time limits, will be strictly enforced.

**IV. Board Chair Updates 7:03 PM**

A. Charter Renewal Update with GaDOE	FYI	Mazie Lynn Causey	5 m
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- On May 2, 2018, the State Board of Education’s (SBOE) District Flexibility and Charter Schools Committee received our appeal for renewal and voted to recommend that the SBOE approve the renewal of our charter for FY2019 - 2023
- SBOE approved our charter renewal via its consent agenda on May 3, 2018
- Next steps:
  - Sign the charter contract
  - Sign the addendum with APS

B. Board Donations due by May 1st	FYI	Beth	1 m
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C. Dashboard Concept	Discuss	Mazie Lynn Causey	5 m
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- Presentation of draft concept for Dashboard(s)
- If you have suggestions for what to include, please email them to Mazie Lynn
- Aim to finalize by June 30 for use in 2018-19

D. 2018-19 Calendar & Committees Discussion	Discuss	Mazie Lynn Causey	10 m
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- Discuss 2018-19 calendar
- Establish leadership for 2018-19 committees
- Establish board membership for 2018-19 committees

**V. Academic Excellence 7:24 PM**

A. Committee Report	FYI	Darryl Holloman	10 m
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**VI. Development 7:34 PM**

<b>A. Committee Report</b>	FYI	Katie Delp	10 m
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**VII. Finance 7:44 PM**

<b>A. Committee Report</b>	FYI	Chip Hill	10 m
<b>B. 2018 Amended Budget</b>	Vote	Chip Hill	15 m

Includes time for public comment on the proposed budget amendment for 2018 as the Board Meeting is also serving as the 2nd public hearing on the topic.

**VIII. Governance 8:09 PM**

<b>A. Presentation of Board Candidate Nominees Slate</b>	Vote	Tom Tidwell	5 m
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Governance Committee recommends the following slate of candidates for the following terms of service:

- Ilham "Illy" Askia [FY2019 - 2020] (partial 2y term)
- Mazie Lynn Causey [FY2019 - 2021] (1st full 3-year term)
- Katie Delp [FY2019 - 2021] (2nd full 3-year term)
- Darryl Holloman [FY2019 - 2021] (2nd full 3-year term)
- Andrea Lewis [FY2019 - 2020] (partial 2y term)
- Tom Tidwell [FY2019 - 2021] (2nd full 3-year term)
- John Wright [FY2019] (partial 1y term)

<b>B. 2018-19 Board Officer Nominations and Election</b>	Vote	Tom Tidwell	3 m
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- Solicit additional nominations 2018-19 officers & vote
- Current nominees:
  - Chair
    - Mazie Lynn Causey
  - Vice Chair
    - Katie Delp
  - Secretary
    - Thomas Ryan-Lawrence
  - Treasurer
    - Chip Hill

<b>C. Policy and Handbook Update</b>	Discuss	Jan Hansen	3 m
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- Presenting for Vote May 2018:
  - Student & Family Handbook
  - Faculty Handbook
- To be completed and presented at future time:
  - ByLaws
  - Retention Policy will likely take longer (Thomas can update on this particular policy)

<b>D. For Approval: PYP Student/Family Handbook</b>	Vote	Jan Hansen	3 m
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- Final version of the PYP Student/Family Handbook for Board Approval

<b>E. For Approval: MYP Student/Family Handbook</b>	Vote	Jan Hansen	3 m
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- Final version of the Student/Family Handbook for Board Approval

<b>F. For Approval: Faculty Handbook</b>	Vote	Jan Hansen	3 m
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- Final version of the Student/Family Handbook for Board Approval

<b>G. Required Annual Training</b>	FYI	Thomas Ryan- Lawrence	5 m
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Update on required annual training hours. All training must be completed by June 30, 2018, even for non-returning board members.

**IX. Other Business**

**X. Executive Session**

**8:34 PM**

<b>A. Convene Executive Session: Personnel Matters</b>	Vote	Mazie Lynn Causey	20 m
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<b>B. Adjourn Executive Session: Personnel Matters</b>	Vote	Mazie Lynn Causey	1 m
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**XI. Closing Items**

**8:55 PM**

<b>A. Adjourn Meeting</b>	Vote		
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# Cover Sheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** C. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for April Board Meeting on April 17, 2018



# Wesley International Academy

## Minutes

### April Board Meeting

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#### **Date and Time**

Tuesday April 17, 2018 at 6:00 PM

#### **Location**

WIA Media Center

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The April meeting of the WIA Board of Directors will take place on Tuesday, April 17, 2018 beginning at 6:00pm in the WIA Media Center. We hope to see as many stakeholders attend as possible.

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#### **Directors Present**

B. Gay, D. Holloman, E. Buckner, J. Hansen, K. Delp, M. Causey (remote), N. Jones, S. Burnes, T. Ryan-Lawrence, T. Tidwell

#### **Directors Absent**

C. Hill

#### **Directors Arrived Late**

K. Delp, N. Jones

#### **Ex-Officio Members Present**

J. Marshall (remote)

#### **Non Voting Members Present**

J. Marshall (remote)

#### **Guests Present**

A. Lawrence, A. Pullen, Anita Lawrence, D. Johnson, D. Mason, Donica Johnson, L. Price, Lisa Price

## I. Opening Items

### A. Record Attendance and Guests

Potential Board Members present: Mr. John Wright and Ms. Angela Lewis

### B. Call the Meeting to Order

B. Gay called a meeting of the board of directors of Wesley International Academy to order on Tuesday Apr 17, 2018 @ 6:06 PM at WIA Media Center.

### C. Approve Minutes

T. Tidwell made a motion to approve minutes from the March Board Meeting on 03-20-18.

J. Hansen seconded the motion.

The board **VOTED** unanimously to approve the motion.

#### Roll Call

D. Holloman	Aye
M. Causey	Aye
E. Buckner	Aye
S. Burnes	Aye
C. Hill	Absent
B. Gay	Aye
N. Jones	Absent
K. Delp	Absent
T. Ryan-Lawrence	Aye
J. Hansen	Aye
T. Tidwell	Aye

## II. Executive Director Updates

### A. Monthly Report

### B. Grant Award Announcement

Lisa Price - Purchased a few hundred new ChromeBooks for next year and for testing this year. Followed up to a T-Mobile email that Thomas sent and Lisa applied for the grant right before we went to break. Had an interview a few days before break. Allows us to have MYP implement the technology plan earlier than expected. T-Mobile is infusing \$60,000 into our technology program in exchange for 2-year agreements for service anywhere. For \$40 per child, they will have internet access for 2-years.

K. Delp arrived late.

### C. CCRPI Changes

Donald Mason - CCRPI now has 5 indicators: Content Mastery, Progress, Closing Gaps, Readiness, and Graduation Rate.

Content Mastery Key Changes: Weighted participation rate if under 95%. Previously, the school would receive zero points if under 95% of students participated; now, it's weighted by the formula included in the slide deck.

Progress Key Changes: EL Progress based on access. Does not count for WIA, but we still use access.

Ms. Thompson:

Closing the Gaps Key Changes: Are our subgroups improving at an acceptable pace? The end of year goals used to be fixed numbers provided the state. Now, based off of each school's individual baseline number. 2017 will be the baseline for the next five years.

Donald Mason:

Readiness Key Changes: Used to be 11 indicators; now there are 3: Literacy, Student Attendance and Beyond the Core

Scoring and Reporting: Changed from points to percentage weighting for score calculation.

N. Jones arrived late.

#### **D. Milestones Schedule**

Donica Johnson:

See chart attached to agenda packet. We follow the APS testing schedule. K-2 will be going on education field trips during testing time. Results are delivered through DRC online testing portal approximately 11-14 days after the tests are completed based on when the student hits submit and are sent on a rolling basis.

#### **E. PYP: Q3 Benchmark Action Plan**

Anita Lawrence:

Met with teachers the day after last month's board meeting. Had a half day meeting with teachers to drill down into the data and comprise an updated action plan. Updated action plan included in the agenda packet. Highlights include:

- Increase frequency of classroom observations
- Streamline and deliver consistent weekly feedback on lesson plans
- Create individual student action plans using a variety of data sources
- Monitor implementation of individual student action plans
- Grade level meetings
- Monitor use of formative assessments
- Administer an additional assessments on standards retaught

Student interventions:

- Milestones "Bridge" program
- Spiral Review
- Academic Enrichment
- Online preparation
- Continue remediation through support services (SPED, etc.)

### **III. Public Comments**

#### **A. Public Comments**

Jenny Rogers:

January - 250,000 in additional revenue in January --> to email Lisa for specific follow up

Would like clarification around the decision to increase the class size. --> board made the decision to increase the maximum class size during the charter renewal process to possibly offset the loss of Title I funding

Question around FRL percentage --> Goal is to be back up to 53% in 5 years to work to continue to serve our mission

### **IV. Board Chair Updates**



**A. Charter Renewal Update with GaDOE**

We have final draft of Charter Agreement (GaDOE and APS) and Addendum (Just APS - Funding agreement). See agenda packet for full documents.  
No vote needed on this item. Listed as a vote by mistake.  
Weighted lottery aspect: We are aiming for 65% long term, but that is not realistic during the next charter term. 53% is what is stated in the charter and we must meet that number by the end of the charter term.

**B. Board Donations due by May 1st**

Reminder board donations are due May 1st for Red Thread.

**C. APS Funding Agreement**

M. Causey made a motion to moved that we accept the Charter School Funding Contract, an addendum the the Charter for Wesley International Academy, and consent to our Board Chair, Beth Gay, entering into this contract addendum with the Atlanta Independent School System (a/k/a Atlanta Public Schools) understanding that the contract addendum will be signed subsequent to the May 2018 regular meeting of the Georgia State Board of Education and contemporaneously with the Charter for Wesley International Academy.

K. Delp seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

- T. Ryan-Lawrence Aye
- C. Hill Absent
- E. Buckner Aye
- D. Holloman Aye
- M. Causey Aye
- K. Delp Aye
- T. Tidwell Aye
- J. Hansen Aye
- B. Gay Aye
- S. Burnes Aye
- N. Jones Aye

**D. GaDOE Proposed Charter Agreement**

M. Causey made a motion to moved that we accept the contract detailing the Charter for Wesley International Academy and consent to our Board Chair, Beth Gay, entering into this contract with the Atlanta Public Schools Board of Education and the Georgia State Board of Education with the understanding that the contract will be signed by all parties subsequent to the May 2018 regular meeting of the Georgia State Board of Education.

K. Delp seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

- E. Buckner Aye
- M. Causey Aye
- D. Holloman Aye
- T. Tidwell Aye
- C. Hill Absent
- J. Hansen Aye
- T. Ryan-Lawrence Aye
- B. Gay Aye
- N. Jones Aye
- S. Burnes Aye

K. Delp                      Aye

## **V. Academic Excellence**

### **A. Committee Report**

Thank you to school leadership for all they have done recently. Focusing on action items is wonderful direction to go.

## **VI. Development**

### **A. Committee Report**

Did not meet in April due to scheduling conflicts at the school.  
Lisa shared the biggest news regarding the Chromebook Grant  
On track for a great year

## **VII. Finance**

### **A. Committee Report**

Suzanne not present for this month's meeting and Chip unable to attend this evening.

Lisa Price: April 11th meeting with CFO of APS going over an overview of funding for next year. Probably moving forward to 2019 with a flat projection. Also projecting not being Title I school next year, but finance committee is making adjustments to accommodate.

## **VIII. Governance**

### **A. Board Recruitment Update**

Recruitment is moving along. 3 wonderful candidates, two of whom are present this evening.

Vote in Governance Committee in May on the slate and present to board in May. Needs for FY 19-20 are located on page 44 of agenda packet. Recruitment should be ongoing and a continuous process for future years.

### **B. Board Training**

### **C. Policy and Handbook Update**

Please review and submit changes to Jan by April 25th. This will allow edits to be presented to Governance in May and then final copies presented to the board in May for a vote.

Tom Tidwell:

Revised Bylaws will also be sent out this week for review.

### **D. Board on Track**

## **IX. Other Business**

### **A. PTSA Board Meeting**

Darryl: (February) Discussed funding and how to rethink raising money and distribute meeting.

Nicole: (March) Conflicted with emergency board meeting  
Elisa: (April) Unable to attend

## **X. Closing Items**

### **A. Adjourn Meeting**

T. Tidwell made a motion to adjourn the meeting.

S. Burnes seconded the motion.

The board **VOTED** unanimously to approve the motion.

#### **Roll Call**

T. Ryan-Lawrence	Aye
B. Gay	Aye
S. Burnes	Aye
N. Jones	Aye
M. Causey	Aye
E. Buckner	Aye
C. Hill	Absent
T. Tidwell	Aye
K. Delp	Aye
D. Holloman	Aye
J. Hansen	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:27 PM.

Respectfully Submitted,  
T. Ryan-Lawrence

# Cover Sheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** D. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for April Board Meeting on April 18, 2017



# Wesley International Academy

## Minutes

### April Board Meeting

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#### **Date and Time**

Tuesday April 18, 2017 at 6:00 PM

#### **Location**

WIA Auditorium

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#### **Directors Present**

B. Gay, C. Elrod, D. Holloman, E. Buckner, K. Delp, M. Causey, N. Jones, T. Ryan-Lawrence, T. Tidwell

#### **Directors Absent**

S. Burnes

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### **I. Opening Items**

#### **A. Record Attendance and Guests**

All members present with the exception of Suzanne Burnes.

Additional parties present include Lisa Price, Ewa Carter, and Jason Marshall.

#### **B. Call the Meeting to Order**

B. Gay called a meeting of the board of directors of Wesley International Academy to order on Tuesday Apr 18, 2017 @ 7:07 PM at WIA Auditorium.

#### **C. Approve Minutes**

T. Tidwell made a motion to approve minutes.

D. Holloman seconded the motion.

The board **VOTED** unanimously to approve the motion.

#### **D. Executive Updates**

Summer training dates will be either August 10th or 17th from 4:00pm to 8:00pm (one or the other, not both). Waiting on Elisa Falco to confirm then TRL will send out email. All board members expected to be present.

Committees Chairs must submit all committee meeting minutes for FY 2017 to DropBox no later than May 1, 2017.

#### **E. Executive Director Comments**

A. Currently going through standardized testing; having good results from an operational and logistical standpoint. Official test results will be out in the summer. This is the first year all students are testing online.

B. Charter Renewal - Principals, leadership team, Mazie Lynn, and Kristen have been working diligently on the charter renewal. A lot of information sent to Kristen, which will start going in the packet. August 15th is the deadline for charter renewal application submission.

C. Teacher Retention - 1st batch of contracts sent out week prior to spring break. 62 went out, waiting on 9 to be returned. 2nd batch sent out 04-14-17 at midnight to rest of staff. All contracts being sent via DocuSign. Any non-returning staff member will be asked to complete an exit interview. Katie Delp volunteered to sit in on exit interviews as a representative of the board.

### **II. Finance**

#### **A. Committee Report and Current Status of 2017-2018 Budget**

Finance committee currently working to establish the 2017-2018 budget. There are some concerns with operating at a loss. 3 options will be discussed in detail at the May 8th FC meeting. FC will present options and proposals to board at next meeting. Any board member that can is encouraged to attend the next FC meeting. If you cannot attend the May 8th meeting, Clay may be able to pull together a second informational / discussion meeting with board members.

### **III. Governance**

#### **A. Committee Report**

A. Mazie Lynn introduced as new co-chair.

B. Change board meeting to 6:00pm beginning in May; discontinue "working session" so all items appear in minutes.

C. Annual meeting is next month, we will elect new board members and officers. Tom will not move from co-chair to chair and is opening the floor to other candidates as co-chair. The new co-chair is expected to learn from Beth in her final year as chair. This will assist us in succession planning. Interested parties for any officer position should email Mazie Lynn.

### **IV. Academic Excellence**

#### **A. Committee Report**

A. Welcome our new co-chairs, Darryl Holloman and Elisa Buckner

B. Meeting schedule may change after conversation with Jason. Will have a regular meeting scheduled by next BOD meeting.

### **V. Development**

**A. Committee Report**

- A. No meeting this month due to scheduling conflicts.
- B. Red Thread push going on right now to capture the benefit of the matching grant from a family foundation - will match up to \$5,000 between now and EOY.

**VI. Strategic Planning**

**A. Committee Report**

- A. Update provided by co-chairs. Requested BOD feedback by April 28th
- B. Feedback will be shared during the May 15th meeting, which is the final meeting for this committee. The committee will be dismantled after its final meeting.
- C. Final 3-year strategic plan completed by June 30th
- D. Strategic plan shared with parents, students, and broader community at the beginning of FY 2018
- E. Board will review strategic plan progress quarterly from there on

**VII. ED Support And Eval**

**A. Committee Report**

- A. LKES training on May 2nd
- B. Must have Jason's evaluation completed by May 15th and have it included in the charter renewal.

**VIII. Other Business**

**A. PTSA BOD Meeting Update**

- A. Annual auction - Revenue of \$18,766.43; Expenses of \$9,352.11 = Net of \$9413,32
- B. Planning Teacher Appreciation Week May 1 - 4
- C. Final General Assembly of the year moved to April 25, 2017
- D. PTSA has exceeded their fundraising goal this year! They have realized 105% of goal, raised \$57,237.52 against a goal of \$54,250.
- E. Considering a Fun Run at the 2017 Feastive in place of the fall catalog fundraiser, which was not well received this year.
- F. T-shirts and branding was discussed

Representative for June will be Tom Tidwell.

**B. Public Comments**

None.

**IX. Closing Items**

**A. Adjourn Meeting**

- D. Holloman made a motion to adjourn the meeting.
  - T. Tidwell seconded the motion.
- The board **VOTED** unanimously to approve the motion.  
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:08 PM.

Respectfully Submitted,  
B. Gay

# Cover Sheet

## Curriculum Recommendations

**Section:** II. Executive Director Updates  
**Item:** C. Curriculum Recommendations  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Pearson Presentation.pptx



# Curriculum Adoption

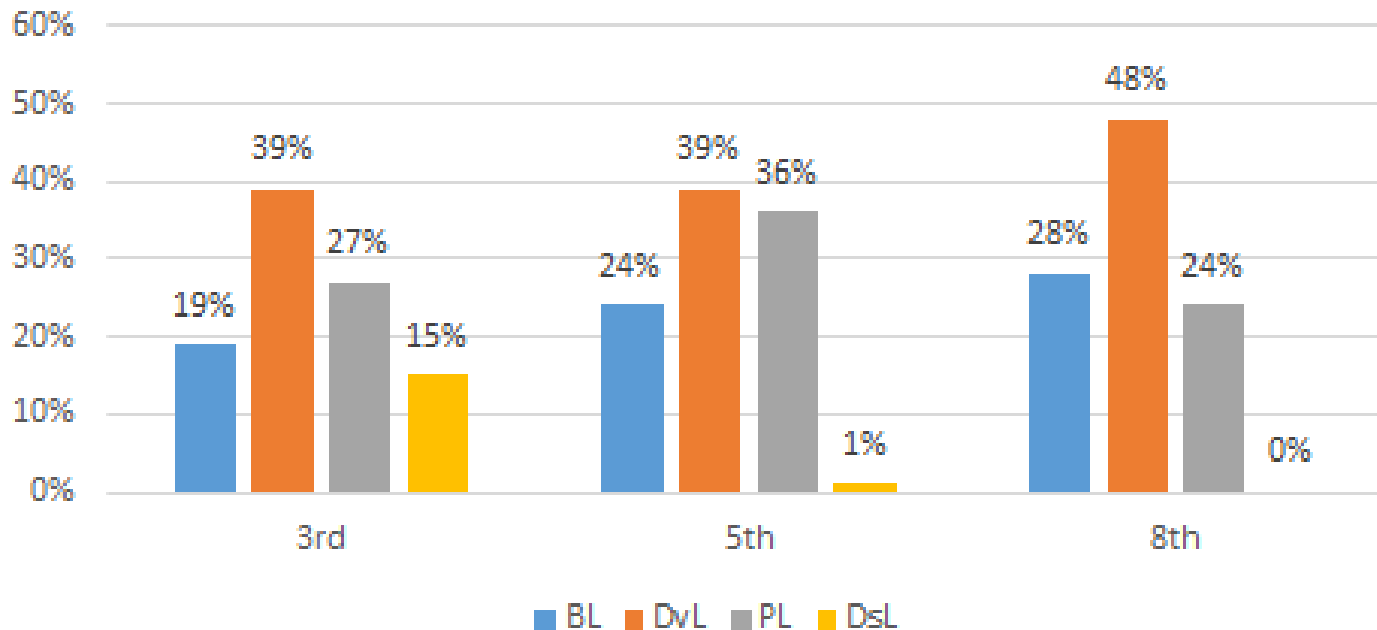


Wesley International Academy



# The Story Behind the Numbers

## English Language Arts 2016-2017



# The Need For Integrated Curriculum: Strategies for Improving Academic Performance



# Vertical Alignment

- Allows for teachers to access content across grade-levels
- Aids in teaching conceptual underpinnings, not facts.
- Embraces IB's transdisciplinary approach to making connections across the curriculum

# Common Practices

- Allows for lessons across disciplines are structured through similar instructional models, incorporating the following:
  - Gradual release
  - Modeling vocabulary
  - Guided instruction
  - Independent practice
- Increasing rigor through DOK
- Common language

# Streamlining

- RTI Data Collection
- Benchmarks
- Grade Reporting
- Lesson Planning



# Why Pearson?



# How Did Pearson Compare

The Curriculum Team reviewed textbook materials from Houghton Mifflin, McGraw-Hill, and Pearson utilizing an Evaluation Form based on the following criteria:

1. Objectives
2. Content
3. Assessment
4. Organization
5. Other (Infrastructure, Purchasing Costs, Consumables)

**MYP Textbook Series and/or Program Adoption  
Evaluation Form**

Publisher \_\_\_\_\_

Textbook Series/Program Title \_\_\_\_\_

Name of Evaluator(s) \_\_\_\_\_

*Directions: Complete one form for each textbook series or program. In your evaluation, you are asked to consider the materials according to the criteria below. First, take each individual criterion and rate the material using the following standard: 0 (Does Not Meet - DNM), 1 (Meets - M), 2 (Exceeds - E). If the given criteria does not apply, please indicate by marking "N/A". Use the comment section at the end to give the reasons for your ratings. Finally, tally your ratings for each section and the entire document.*

**Criteria**

A. OBJECTIVES	DNM (0)	M (1)	E (2)	N/A
1. Objectives of materials correlate with standards.				
2. The presentation of the scope and sequence of standards-based content is well-organized and comprehensive.				
3. Lesson plans and teaching suggestions provide for efficient adaptation of materials for a variety of learning levels and styles.				
4. The objectives covered require the students to use higher level cognitive skills (ie analyzing, evaluating, creating, strategic thinking, etc.) related to Bloom's Taxonomy and/or Webb's Depth of Knowledge Levels.				
5. Material is relevant and appropriate to the grade level.				
6. Reading level is grade appropriate.				
7. Objectives integrate relevant reading and writing needs to promote competencies and preparation of assessment.				
8. Directions for instruction or practice in student materials are designed for student to read independently.				
9. Supplemental materials are available and are of quality composition.				
10. Program and materials are compatible with the IB Standards and Practices.				
<b>SUBTOTAL</b>				
<b>OVERALL SECTION TOTAL</b>				

B. CONTENT	DNM (0)	M (1)	E (2)	N/A
1. The subject matter is related to the standards (Georgia).				
2. The subject matter is relevant to students' needs, interests, and abilities.				
3. The program develops valid concepts and generalizations.				



# How Did Pearson Compare?

## Rating Summary

	Objectives	Content	Assessment	Organization	Other	Total Points:
Pearson: Envision Math	14/20	18/36	11/14	8/10	4/8	55
Houghton Mifflin: Go Math!	11/20	16/36	7/14	5/10	2/8	41
McGraw- Hill:	4/20	9/36	0/14	5/10	4/8	22

# How Did Pearson Compare?

## Rating Summary

	Objectives	Content	Assessment	Organization	Other	Total Points:
Pearson: My Perspectives	20/20	34/36	11/14	10/10	4/8	79
Houghton Mifflin: Collections	13/20	18/36	7/14	2/10	1/8	41

# Math

- Integrating Real-World Application through 3-Act Math Tasks
- Mid-Topic Checkpoints and Performance Tasks
- Math XL and Virtual Nerd
- Aligned to Georgia K-8 Math Scope and Sequence



# ELA

## PYP K-5: Reading Street

- Differentiated Lessons with Level Readers
- Emphasizes cloze reading
- Computer Scoring Writing Task
- Performance Based Assessments
- Aligned with GSE
- Aligned DOK Levels & Text Complexity

## MYP 6-8: MyPerspectives

- Unit Plans of Study
- Computer Scoring Writing Tasks aligned with the six traits of writing
- Performance Based Assessments
- Aligned with GSE 6-8 ELA Scope and Sequence



# Science

- Inquiry based, but scaffolded
  - Lab kits
- Literacy focus
- IB alignment
  - Crosscutting concepts
    - Patterns, cause and effect, etc.



# Social Studies

## Grades K-5 (Georgia Experience)

- Literacy focus
- Explicit vocabulary instruction
- GSE Alignment
- IB Alignment

## Grades 6-8

- Project based
- Literacy focus
- IB Alignment



# Demo of Pearson Tools



# Cover Sheet

## PYP Resources

**Section:** II. Executive Director Updates  
**Item:** E. PYP Resources  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 1819 PYP Instructional Resource Summary (2).doc.pdf





# Wesley International Academy

## 2018–2019 PYP Instructional Resource Summary

	<b>K</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>
<b>Reading/ELA/Writing</b>	Reading Street (Pearson)	Reading Street (Pearson)	Reading Street (Pearson)	Reading Street (Pearson)	Reading Street (Pearson)	Reading Street (Pearson)
<b>Supplemental Resources</b>	My Sidewalk	My Sidewalk	My Sidewalk	Coach (Triumph Learning)	Coach (Triumph Learning)	Coach (Triumph Learning)
<b>GMAS Test Preparation Materials</b>	N/A	N/A	N/A	EOG Assessment Manual (ABC Publication)	EOG Assessment Manual (ABC Publication)	EOG Assessment Manual (ABC Publication)
<b>Science</b>	Stemscopes (Accelerate Learning)	Stemscopes (Accelerate Learning)	Stemscopes (Accelerate Learning)	Stemscopes (Accelerate Learning)	Stemscopes (Accelerate Learning)	Stemscopes (Accelerate Learning)
<b>Supplemental Resources</b>	Science Weekly Brain Pop Jr.	Science Weekly Brain Pop Jr.	Science Weekly Brain Pop Jr.	Coach (Triumph Learning)  Science Weekly	Coach (Triumph Learning)  Science Weekly	Coach (Triumph Learning)  Science Weekly
<b>GMAS Test Preparation Materials</b>	N/A	N/A	N/A	EOG Assessment Manual (ABC Publication)	EOG Assessment Manual (ABC Publication)	EOG Assessment Manual (ABC Publication)
<b>Social Studies</b>	Georgia Experience (Gallopade)	Georgia Experience (Gallopade)	Georgia Experience (Gallopade)	Georgia Experience (Gallopade)	Georgia Experience (Gallopade)	Georgia Experience (Gallopade)
<b>Supplemental Resources</b>	Georgia Studies Weekly	Georgia Studies Weekly	Georgia Studies Weekly	Georgia Studies Weekly	Georgia Studies Weekly	Georgia Studies Weekly

				Triumph Learning-Coach	Triumph Learning-Coach	Triumph Learning-Coach
<b>GMAS Test Preparation Materials</b>	N/A	N/A	N/A	EOG Assessment Manual (ABC Publication)	EOG Assessment Manual (ABC Publication)	EOG Assessment Manual (ABC Publication)
<b>Mathematics</b>	Math Investigation (Pearson)	Math Investigation (Pearson)	Math Investigation (Pearson)	Math Investigation (Pearson)	Math Investigation (Pearson)	Math Investigation (Pearson)
<b>Supplemental Resources</b>	My Math (McGraw Hill)	My Math (McGraw Hill)	My Math (McGraw Hill)	My Math (McGraw Hill)	My Math (McGraw Hill)	My Math (McGraw Hill)
<b>GMAS Test Preparation Materials</b>	N/A	N/A	N/A	EOG Assessment Manual (ABC Publication) Coach (Triumph Learning)	EOG Assessment Manual (ABC Publication) Coach (Triumph Learning)	EOG Assessment Manual (ABC Publication) Coach (Triumph Learning)

\*blue = current resource/renewal;

\*green = new resource

# Cover Sheet

## Dashboard Concept

**Section:** IV. Board Chair Updates  
**Item:** C. Dashboard Concept  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** DRAFT\_WIA Dashboard Concept.pdf

## Wesley International Academy Board of Directors Governance Dashboard Concept

**Mission:** to develop in students the discipline of learning and a life-long desire for knowledge through a world class International Baccalaureate education.

**Vision:** to develop students who are global citizens and are academically competitive by international standards of excellence

### Areas of Interest to Consider Monitoring

- Academic achievement as defined by...?
  - Growth? Proficiency?
- Personal growth of students
  - Graduation rates?
  - Persistence in school?
- School Culture
  - Strong attendance
  - Satisfied staff, parents and students
- Financial stability
  - Short, medium, and long-term stability
  - Strong balance sheet.
- Compliance with policies and agreements

### SAMPLE Academic Success Metrics

**Data:** Reading Levels

**Indicator:** Reading proficiency

**Metric:** % at or above grade level

**Goal:** >70%

**Data:** MAP Interim Assessments

**Indicator:** Normed on math, reading comp & lang usage

**Metric:** % growth in RIT score

**Goal:** >90%

**Data:** Proficiency on State Tests

**Indicator:** Alignment with charter contract & targets

**Metric:** % at or above grade level

**Goal:** >60%

**Metric:** cohort growth

**Goal:** >25%

**Data:** English Language Re-designation

**Indicator:** Success working with English learners

**Metric:** # or % of ELS re-designated

**Goal:** >20%

**Data:** SPED IEP Compliance

**Indicator:** Strong SPED Dept; quality program for students

**Metric:** # or % of requirements missed

**Goal:** <10%

## Wesley International Academy Board of Directors Governance Dashboard Concept

### SAMPLE Financial Metrics

**Data:** YTD Variance Analysis

**Indicator:** Compliance to budget; fiscal discipline

**Metric:** % negative variance to budget

**Goal:** >70%

**Data:** Days/Months of cash on hand

**Indicator:** Fiscal health; fiscal discipline

**Metric:** # days/months cash on hand

**Goal:** >3 months

**Data:** Projected fund balance

**Indicator:** Long-term sustainability

**Metric:** % of expenses

**Goal:** >20%

**Data:** Fundraising [Red Thread]

**Indicator:** Broad interest in program; diversified funding base

**Metric:** % negative variance to budget

**Goal:** <10%

### SAMPLE School Culture Metrics

**Data:** Enrollment/Attendance

**Indicator:** Indicative of student satisfaction correlated to student achievement, driver of revenue

**Metric:** Monthly attendance reports compared month over month with prior years

**Goal:** >95%

**Data:** Overall Behavioral Success

**Indicator:** Strong school culture

**Metric:** # or % of students disciplined per month

**Goal:** <3%

**Data:** Behavioral Success by Cohort (e.g., gender, grade, race, etc.)

**Indicator:** Strong school culture

**Metric:** # or % of students disciplined per month from particular cohorts

**Goal:** < or = % of total school population (equity)

**Data:** Employee Turnover

**Indicator:** Employee satisfaction, school culture, and stability

**Metric:** Voluntary employee turnover

**Goal:** <5%

**Data:** Parent/Student Satisfaction

**Indicator:** Strong school culture, successful program

**Metric:** Annual survey

**Goal:** < 4 on survey

**Data:** Parent/Student Satisfaction

**Indicator:** Strong school culture, successful program

**Metric:** Student retention

**Goal:** >90%

**Wesley International Academy Board of Directors**

**Governance Dashboard Concept**

**SAMPLE School Operations & Compliance**

**Data:** Enrollment Applications

**Indicator:** Strong marketing and recruitment execution

**Metric:** Monthly attendance reports compared month over month with prior years

**Goal:** >95%

**Data:** Compliance with authorizer requirements

**Indicator:** Strong operations

**Metric:** # or % of requirements missed

**Goal:** <10%

**Data:** <INSERT CHARTER SPECIFIC GOALS>

**Indicator:**

**Metric:**

**Goal:**

DRAFT

# Academic Dashboard



National Assessment (NWEA MAP)					
ELA	0-25%	26-50%	51-75%	76-100%	Total > 65% A/G
Baseline	14/13%	42/39%	27/25%	23/21%	75/69%
MOY					
EOY					

National Assessment (NWEA MAP)					
Math	0-25%	26-50%	51-75%	76-100%	Total > 65% A/G
Baseline	23/21%	37/34%	25/23%	23/21%	75/69%
MOY					
EOY					

Interims (STEP READING - Achievement)					
STEP	Below Level	Grade Level Benchmark	Exceeding	Benchmark +Exceeding	GOAL (B+E) 72.5%
Baseline	77%	16%	7%	23%	-50%
Cycle 1	63%	12%	25%	37%	-35%
Cycle 2					
EOY - C3					

STEP Reading (Growth Benchmarks)					
STEP	0 Steps	1 Step	2 Steps	3+ Steps	% at Goal
Baseline	NA	NA	NA	NA	NA
Cycle 1	29%	31%	21%	20%	71%
Cycle 2					0%
EOY - C3					0%
GOAL		C1	C2	C3	

# Financial Dashboard



		2017 - 18 Board Meetings								
		Metric	Target	Legend	9/12	10/10	12/12	2/6	4/10	6/19
Revenue	Enrollment	157 <sup>1</sup>	>157 155-156 <155	166	158 <sup>3</sup>	159 <sup>3</sup>	158			
	ADA	146.0	>146 145-146 <145	154.5	150.6	147.88	147.68			
	Fundraising received to date	\$1.2M		\$3,600	\$36.1K	\$515K <sup>4</sup>	\$625K <sup>4</sup>			
Expenses	Expense variance to budget	No less than -5%	>-4% -4 to -5% <-5%	-1%	-1%	-2.6%	-4.0%			
Ops	Uncategorized revenue & expense	<\$5,000	<\$5000 \$5K-7K >\$7000	\$0	\$0	\$26,389	\$0			
Cash	Months until cash shortfall	6	>5 3-5 <3	4 <sup>2</sup>	3	2	2			
Sustainability	Year-end fund balance (forecast)	15.0%	>14% 10-14% <10%	18.6%	18.5%	15.5%	14.4%			



# Financial Dashboard



Finance (Quarterly report delivered separately)											
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Days Cash on Hand (Goal 60)	N/A	N/A	NA	NA	NA	60+	60+				
Days between end of month and statements (Goal 15)	15	20	NA	21	26	18	13				
Surplus/Defit on buget YTD (Goal variance < \$30,000)	N/A	N/A	NA	NA	NA	NA	NA				
<b>Total Enrollment</b>											

# School Culture



Period beginning date 2/1/18 to 2/16/18

## Key School Demographics

Student Enrollment	#/%
Male	56/50
Female	56/50
Free/Reduced Lunch	92/82
SPED	7/6
ELL	39/34

Staffing	#
FTE Teachers	6
Administrators	2
Other Staff	3
Total Staff	11
Student Ratio	19.2

## Student Recruitment (2018-19) - NA

	Nov	Dec	January	Feb	March	April	May	June	July	Aug
Completed Applications				68						
Fully Enrolled Students				33						
Confirmed Returning										
Total Applications/Enrolled/Returning	0	0	0	101	0	0	0	0	0	0
Target Number				400						
# Wait List (+) / Below Target (-)	0	0	0	-299	0	0	0	0	0	0

## Enrollment and Attendance

Grades K-1	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Enrollment	113	110	110	110	114	114	112				
Attendance %	81%*/97%*	93%	92%	95%	91%	91%	93%				

# School Culture



Attrition Rate: Staff											
Reasons for Leaving	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1) Dismissed, 2) Grad Sch, 3) Move, 4) Other	0	0	0	1(1)	1(4)	0	0				
<b>Total Staff</b>	10	10	10	10	10	10	10				

Attrition Rate: Students											
Reasons for Leaving	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Expectation Mismatch (academics, culture, unknown, commute)	17	3	0	0	0	0	1				
Non-choice (out of state, severe illness, transportation loss)	4	0	0	0	0	1	2				
<b>Total Enrollment</b>	113	110	110	110	114	114	111				

Culture Indic.	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
HW Completion %	74%	78%	72%	66%	58%	77%					
RPC	1	2	1	2	0	1	0				
Suspension				2	2	0	1				
Expulsion	0	0	0	0	0	0	0				

Wesley International Charter School  
Academic Performance

CCRPI - Achievement/Content Mastery Score															
School Id	System Name	School Name	Cluster	2012 District	2012 School	2013 District	2013 School	2014 District	2014 School	2015 District	2015 School	2016 District	2016 School	2017 District	2017 School
1208	Atlanta Public Schools	Wesley International Academy	E	39.8	43.8	42.2	46.4	42.5	48.7	26.7	30.1	27.2	31.8	28.0	32.4
1208	Atlanta Public Schools	Wesley International Academy	M	38.7	36.6	41.2	34.5	42.9	38.3	24.4	27.5	24.9	31.8	25.7	27.2

KEYS

CCRPI Single Score Higher than District
CCRPI Single School Score Lower than District

CCRPI -Progress Score															
School Id	System Name	School Name	Cluster	2012 District	2012 School	2013 District	2013 School	2014 District	2014 School	2015 District	2015 School	2016 District	2016 School	2017 District	2017 School
1208	Atlanta Public Schools	Wesley International Academy	E	14.8	18.5	15.9	17.6	15.4	16.4	34.2	34.8	32.6	30.3	33.9	30.2
1208	Atlanta Public Schools	Wesley International Academy	M	14.6	15.8	16.2	16.9	15.9	16.6	34.3	33.5	31.6	31.2	33.5	29.4

KEYS

CCRPI Single Score Higher than District
CCRPI Single School Score Lower than District

School Id	System Name	School Name	Cluster	Value-Added Measure		
				2015 School	2016 School	2017 School
1208	Atlanta Public Schools	Wesley International Academy	EM	1 of 2	2 of 8	0 of 4

KEYS

Overall value-added "impact score" is positive
Overall value-added "impact score" is negative

\*the "impact score" must be a positive in the majority of high school EOC

School Name	CCRPI Single Score - School Compared to Previous Year					
	2012 School	2013 School	2014 School	2015 School	2016 School	2017 School
Wesley International Academy	70.4	70.4	71.2	70.6	68.5	65.7

Increased CCRPI Single Score
Did not Increase CCRPI Single Score

Wesley International Charter School  
Academic Performance

School Id	System Name	School Name	Cluster	Beating the Odds					
				2012 School	2013 School	2014 School	2015 School	2016 School	2017 School
1208	Atlanta Public School	Wesley International Academy	EM	70.4	70.4	71.2	70.6	68.5	65.7

4-year Graduation Rate					
2012 School	2013 School	2014 School	2015 School	2016 School	2017 School

KEYS

Beat the Odds
Did Not Beat the Odds

Graduation Rate Higher than State
Graduation Rate Lower than State

School Id	System Name	School Name	Cluster	CCRPI Single Score - School Compared to State											
				2012 State	2012 School	2013 State	2013 School	2014 State	2014 School	2015 State	2015 School	2016 State	2016 School	2017 State	2017 School
1208	Atlanta Public School	Wesley International Academy	EM	69.7	70.4	72.7	70.4	70.0	71.2	70.3	70.6	70.8	68.5	72.5	65.7

KEYS

CCRPI Single Score Higher than State
CCRPI Single Score Lower than State

School Id	System Name	School Name	Cluster	CCRPI Single Score -School Compared to District											
				2012 District	2012 School	2013 District	2013 School	2014 District	2014 School	2015 District	2015 School	2016 District	2016 School	2017 District	2017 School
1208	Atlanta Public School	Wesley International Academy	EM	58.1	70.4	63.4	70.4	63.5	71.2	64.3	70.6	64.5	68.5	66.9	65.7

KEY

CCRPI Single Score Higher than District
CCRPI Single School Score Lower than District
Not applicable - Only School in that Grade Band

Wesley International Charter School  
Academic Performance

END OF GRADE / END OF COURSE TESTS	CRCT						MILESTONES							
	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
End-of-Grade Performance Targets	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
<b>Elementary Schools</b>														
% of students with Lexile over 850	64.1	65.9	65.3	75.0	67.7	81.5	65.7	70.3	66.5	68.5	75.7	72.9		
% students scoring above state score	84.1	82.4	85.4	84.0	85.4	81.9	64.4	59.5	65.5	61.0	68.2	67.2		
<b>Middle Schools</b>														
% of students with Lexile over 1050	75.8	85.2	73.4	70.0	78.6	81.4	66.7	44.4	72.8	77.3	72.2	78.7		
% students scoring above state score	86.0	86.8	87.0	83.1	86.6	84.3	63.1	58.4	66.5	60.3	68.0	54.1		

END OF GRADE / END OF COURSE TESTS	CRCT						MILESTONES							
	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
End-of-Grade Performance Targets	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
<b>Elementary Schools</b>														
English/Language Arts	91.5	93.1	92.3	92.4	93.0	95.2	60.3	70.1	63.6	70.0	66.9	70.4	70.2	
Reading	93.4	96.3	94.0	98.0	94.6	97.8	N/A		N/A		N/A		N/A	
Mathematics	85.4	82.4	86.8	84.0	88.1	81.9	63.8	59.5	66.8	61.0	69.8	67.2	72.8	
Science	78.4	73.4	80.3	82.8	82.3	82.3	57.4	55.6	61.0	61.6	64.6	52.9	68.2	
Social Studies	77.2	78.1	79.3	83.6	81.3	86.3	59.7	60.8	63.1	64.0	66.5	65.9	69.9	
<b>Middle Schools</b>													Target	Actual
English/Language Arts	91.5	98.2	92.3	92.3	93.0	95.0	60.3	65.8	63.6	72.5	66.9	61.6	70.2	
Reading	93.4	99.1	94.0	94.1	94.6	97.5	N/A		N/A		N/A		N/A	
Mathematics	85.4	86.8	86.8	83.1	88.1	84.3	63.8	58.4	66.8	60.3	69.8	54.1	N/A	
Science	78.4	67.5	80.3	69.5	82.3	76.7	57.4	47.7	61.0	49.2	64.6	40.0	72.8	
Social Studies	77.2	68.4	79.3	57.6	81.3	80.5	59.7	53.6	63.1	57.0	66.5	48.0	68.2	
<b>End-of-Course Performance Targets</b>														
9th Grade Literature	83.7		85.2		86.7		61.5		64.7		67.9		71.1	
American Literature	88.7		89.8		90.8		59.0		62.4		65.8		69.2	
Algebra	60.8		64.3		67.9		56.4		60.0		63.6		67.2	
Geometry							55.6		59.3		63.0		66.7	
Physical Science	77.1		79.2		81.3		50.1		54.3		58.5		62.7	
Biology	71.9		74.4		77.0		56.6		60.2		63.8		67.4	
U.S. History	67.9		70.8		73.8		61.6		64.8		68.0		71.2	
Economics	75.0		77.3		79.5		58.3		61.8		65.3		68.8	

Wesley International Charter School  
Academic Performance

Performance on Standard SWSS Targets - For Comparison								
School Id	System Name	School Name	Cluster	Target Single Score (2017)	Actual Single Score (2017)	Met Single Score Target (2017)	Beating the Odds (2017)	Met Year 1 Targets (2017)
1208	Atlanta Public Schools	Wesley International Academy	EM	69.4	65.7	No	DNBTO	No

KEYS

Met Standard SWSS Performance Target
Did not Meet Standard SWSS Performance Target

# Cover Sheet

## 2018-19 Calendar & Committees Discussion

**Section:** IV. Board Chair Updates  
**Item:** D. 2018-19 Calendar & Committees Discussion  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** 2018-19 Scheduling Concept Discussion.pdf



## **Wesley International Academy Board of Directors 2018-19 Scheduling Concepts**

### **Goals:**

- Increase efficiency of staff time dedicated to committee meeting preparation
- Increase efficiency of staff time dedicated to board meeting preparation
- Avoid meeting cancellations as the year progresses (tend to happen during 4<sup>th</sup> week of the month)
- Account for financials review by Finance Committee (books close 7-10d after end of the month)

### **QUESTIONS:**

- Could we double up and have two committee meetings back to back so that we only have committee meetings on 2 days/month?
  - For instance, Finance and Development on one day with Governance and Academic Excellence another
  - Limit meetings to max of 1.5hr

### **DRAFT SCENARIO**

**Week 1 of each month:** Committee agendas developed (Committee chair & Executive Director)

**Week 2 of each month:** Committees meet (Mon, Tues, or Wed)  
Board agenda items due by Wednesday

**Week 3 of each month:** Board meeting on Wednesday

**Week 4 of each month:** Work on action items from committees and regular meeting

**Week 5 of each month (when it occurs):** Nothing scheduled

# Cover Sheet

## For Approval: PYP Student/Family Handbook

**Section:** VIII. Governance  
**Item:** D. For Approval: PYP Student/Family Handbook  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 18-19 PYP Handbook.pdf

# **Wesley International Academy**

## **Student and Family Handbook**



**211 Memorial Drive**  
**Atlanta, GA 30312**  
**678.904.9137 (Office)**  
**678.904.9138 (Fax)**  
**[www.wesleyacademy.org](http://www.wesleyacademy.org)**

## **Welcome from our Executive Director**

Dear Wesley Families,

Welcome to the new school year! I hope you are as excited about this year as I am. I learned so much in my first year at Wesley, and I am passionate about our school and the great things we can accomplish together. I am honored to lead with Ms. Lawrence, our PYP Principal, and with our new MYP principal this year, Dr. Donald Mason. We are working together to support and lead Wesley's innovative teaching and learning environment.

Wesley's model is based in the International Baccalaureate framework and features single-gender classrooms and rigorous Mandarin Chinese instruction for every student. Thus, we are uniquely positioned to provide a school experience for children unlike any other. These qualities of our school give us distinction, but the most unique characteristic of Wesley is our community itself: a network of parents, students, staff, and community members working together in pursuit of academic excellence.

Positive connections are made between home and school, and our staff members are committed to developing the whole child. I place great value on these characteristics, and I am excited to help continue moving Wesley along the path towards excellence in all areas. We will continue to build upon our success to reach new heights. In partnership with families, teachers, students, and the community, our future is incredibly bright.

Sincerely,

Jason Marshall

Dear Wesley Families,

It is with great excitement that I begin my tenure as Chair of the Board of Directors of Wesley International Academy during this 2018-19 school year, just as we embark on a new five-year charter term. Having worked hand in hand with the school leaders to complete our recent charter renewal application process, I am confident that, together, we will achieve all that is now laid out before us.

This school year also marks a shift in the features of our school as we move away from single-gender classrooms to a co-educational setting. This shift will allow for greater flexibility in our teaching models and we anticipate it will contribute to enhanced academic performance as well as an improved school climate. Of course we maintain the world-class International Baccalaureate framework that we have so successfully implemented in both the primary and middle years programmes throughout the life of our school. Our rigorous Mandarin Chinese instruction is also a mainstay of our daily instruction and we delight in seeing more and more students excel in their mastery of this beautiful language.

Our board is committed to seeing Wesley students developed to be global citizens who are academically competitive by international standards of excellence. We are confident that in partnership with the entire Wesley community – families, students, teachers, faculty, and our community neighbors – we will see our students thriving as they develop both a discipline of learning and a life-long desire for knowledge.

As we begin anew this charter term, we welcome you to join us on the journey by serving on one of our four board committees and attending our regular monthly meetings. We look forward to a charter term marked by excellence, growth, and achievement.

Sincerely,

Mazie Lynn Causey, Chair  
Wesley International Academy  
Board of Directors

**General Disclaimer:**

This handbook was prepared for the collective Wesley International Academy school community. Questions concerning this document should be directed to Jason Marshall, Executive Director.

**Statement on Discrimination:**

Wesley International Academy prohibits discrimination in matters affecting employment or in providing access to programs on the basis of race, color, religion, national origin, sex, age, marital status, sexual orientation, or disability unrelated in nature and extent so as to reasonably preclude performance.

For more information, contact:

Wesley International Academy, 211 Memorial Drive, Atlanta, GA 30312.

[www.wesleyacademy.org](http://www.wesleyacademy.org)

**Subject to Change Disclaimer:**

The policies, regulations, and procedures detailed in this handbook are subject to change without prior notice, if necessary, to keep school policies in compliance with State and Federal laws and/or with rules and regulations established and/or approved by the Wesley International Academy Board of Directors. They also may change to effectively respond to changing needs within the school.

Wesley International Academy reserves the right to change all rules and regulations, of whatever kind, affecting students. This handbook does not constitute a contract, express or implied, between any parent, applicant, student, or faculty member at Wesley International Academy or our Board of Directors.

### **Mission**

Wesley International Academy develops in students the discipline of learning and a life-long desire for knowledge through a world class International Baccalaureate education.

### **Vision**

Wesley International Academy develops students who are global citizens and are academically competitive by international standards of excellence.

### **The Wesley Way**

We act with integrity  
We practice compassion  
We reflect on our actions  
We embrace the diversity of our global community

### **Philosophy of Education**

In concert with the mission, vision and the pillars of the Wesley Way, Wesley International Academy believes that all students are capable of academic success and serving as active, positive members of the school community. We maintain high standards for academic achievement and personal behavior and expect all students to adhere to expectations and general school rules. We believe that all students can be successful and that their success is contingent upon the actions of adults in the building who teach, counsel and advise them throughout their tenure at Wesley International Academy.

## Organizational Leadership

Wesley International Academy (WIA) is led by a local Board of Directors. The Board is responsible for ensuring that the academic program of WIA is successful, that the school's program and operation are faithful to the terms of its charter, and that WIA is a viable organization.

WIA currently maintains an eleven member Governing Board of Directors. With the exception of December, the Board meets on the third Tuesday of each month unless a change becomes necessary. Meetings typically last one to two hours one hour and begin at 6:00pm. Board meetings are held in the Media Center of WIA located at 211 Memorial Drive, Atlanta, GA 30312. All meetings are open to the public. Parent attendance and participation are encouraged.

### 2018-19 Governing Board Members

Mazie Lynn Causey

*Chair*

[mazielynn.causey@wesleyacademy.org](mailto:mazielynn.causey@wesleyacademy.org)

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### **Site-Based Leadership**

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### **Questions & Concerns**

The Executive Director is responsible for the overall function of WIA. Principals are responsible for their respective academies and retain decision-making authority on issues that fall under their scope of authority. Please feel free to contact any member of the leadership team if you have questions about the aforementioned areas. The Executive Director is also available to meet with parents to discuss situations that may fall outside the purview of the Principals or to provide additional follow up to any issues of concern.

In order to create efficient processes for responding to issues of concern, we ask parents first raise their concern with the classroom teacher (if appropriate) and follow up with their respective Assistant Principals and Principals.

Please follow the chain of communication as indicated below:

Step One: Teacher

Step Two: Department Chair or Program Director (Gifted, Special Education, PE, etc.).

Step Three: Assistant Principal/Principal

Step Four: Executive Director

## General Information

### Admissions

WIA is a charter school open to any student (K-8) who resides within the City of Atlanta. There are no preferred attendance zones. Charter schools, as well as public schools, must comply with state and federal regulations, and admissions are open to students in accordance with WIA's charter agreement.

*Admissions Policy:* Returning students and new applicants will be enrolled subject to the following priorities:

- Students who attended WIA during the previous school year
- Siblings of students who attended WIA during the previous school year
- The children of teachers, staff and Board members at WIA, not falling under the first two criteria above, including children of teachers, staff, and Board members who live outside of the City of Atlanta
- Students residing within the Atlanta Public Schools (APS) attendance zone

When demand for enrollment exceeds available capacity for prospective students from the criteria above, WIA will create a waiting list by grade. WIA uses a random, weighted lottery to select new students after those students eligible for the priorities listed above have been accepted. The lottery is weighted to promote socio-economic diversity by giving each student with economic disadvantages five chances in the lottery rather than one.

WIA cannot maintain a wait list for more than one school year. Parents of children on the waitlist must submit a new application for each school year during that year's application period. All returning parents must submit intent to return paperwork at the designated time in order to retain their child's seat for the subsequent year.

*New Student Application Requirements:* Please visit the enrollment section located on the WIA website (<http://www.wesleyacademy.org/enrollment/prospective-students/>) as a guide to thoroughly complete the enrollment packet and provide the required documentation. Incomplete enrollment packets will not be accepted. **All forms included in the packet must be completed** (see checklist). Students with economic disadvantages who are accepted at Wesley are presumed to have benefited from the weighted lottery and will be required to submit additional documentation of their economic status.

Required forms and documentation must be submitted in person at WIA and are accepted Monday-Thursday, 9:00 a.m. to 2:00 p.m.

*Re-Enrollment:* To secure your child's place at WIA for the next school year, you must officially complete the re-enrollment process by the scheduled date as indicated on the website.

*Withdrawal:* In the event that your family moves or you wish to withdraw your child from WIA, you must complete and sign withdrawal paperwork located in the front office. This form must be signed by the student's legal guardian. Before a student leaves WIA, s/he must return all textbooks and all student balances must be clear. Please give the office 48 hours to process your request once the completed form is received. Failure to comply with these withdrawal procedures will delay transfer of student records including grade reports.

## **School Hours**

*Early Arrivals:* 7:00 a.m. - 7:25 a.m.

*PYP Instruction:* 8:00 a.m. - 3:20 p.m.

*Carpool:* 3:20 p.m. - 3:55 p.m.

*After Care:* 4:00 p.m. - 6:30 p.m.

## **Attendance and Tardies: An Overview**

Attendance is the first step to academic excellence. Children must be in class each and every day in order to achieve their personal best. Please make sure your child only misses school in the case of an emergency or illness. Excessive absences and/or tardies are a violation of WIA's guidelines, and students who miss an excessive number of days and/or have accumulated a significant number of tardies may not be promoted to the next grade.

School officially begins for students at **8:00 a.m.**, Monday through Friday. Students who are not in their classroom by 8:00 a.m. (measured by WIA's clocks) when the tardy announcement is made are considered tardy. Students who enter the building after 8:00 a.m. will receive a tardy pass, which they must present to their teacher. Students who are already in the building but not in a classroom by 8:00 a.m. will be marked tardy but will not need to get a tardy pass from the front office.

## **Absences**

Students are expected to attend school at all times when classes are in session. We understand illness or other emergencies may arise that cause students to miss school. **If a student is not present for at least four hours during a school day, then s/he will be counted as absent.** We encourage parents to schedule appointments after school hours in order to minimize disruption to the classroom. If your appointment must be scheduled during school hours, please ensure that your child is present at least four hours during that school day. Seat time is essential to student success; students who repeatedly miss class time for tardiness or early dismissal may not be promoted to the next grade level.

Excused absences are defined as follows:

- Serious illness or death in the immediate family of the student that would reasonably necessitate absence from school
- Personal illness of the student when his/her attendance would endanger their health or the health of others
- Quarantine either by the county health department or by the family's physician
- Special or recognized religious holidays observed by the faith of the student
- Medical/dental appointments with verifications; however, such non-emergency appointments are encouraged during non-school hours when possible
- Absences caused by order of the government
- Weather or other environmental conditions preventing a student from getting to school or rendering school attendance hazardous to the health or safety of the student
- Instances in which attendance could be hazardous as determined by WIA

Anything other than the conditions listed above is considered an UNEXCUSED absence. Unexcused absences include:

- Absences for which the parent does not call WIA or send a written note
- Vacations, holidays (non-faith-based), trips, or other non-academic activities

A letter written by a parent/guardian and/or licensed physician explaining the absence must be presented to school authorities on the date of return to school. Failure to submit a note within three school days after a student's return from an absence will result in the absence being marked as unexcused.

Absences that do not fit the aforementioned criteria will be marked as unexcused. Consequences for unexcused absences are as follows:

- 3rd unexcused absence: The guidance counselor will request a meeting with the parent.
- 4th unexcused absence: The principal or designee will require a mandatory meeting that the parent must attend.

Additional corrective actions may be used appropriately in concert with the consequences mentioned above:

- Parent conference (to sign an attendance contract)
- Student Support Team referral (SST)
- Individual counseling

Teachers will make a good faith effort to provide assignments in advance of and during absences when timely notice is given. Students will be expected to complete all work missed during the duration of the absence, and it must be completed within the same number of days missed.

**Note:** Georgia State Law indicates that any parent/guardian who does not comply with compulsory attendance mandates (O.C.G.A. 20-2-690.1[a]) shall be guilty of a misdemeanor and, upon conviction thereof, shall be subject to a fine not less than \$25.00 and not greater than \$100.00, imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day's absence from school in violation of this part after the child's school system notifies the parent/guardian of five unexcused days of absence shall constitute a separate offense (O.C.G.A. 20-2-690.1[b]).

### **Tardy Policy**

Arriving on time to school is central to student achievement both at school and in life. Students' learning begins the moment they enter a WIA school building. Both morning meeting and advisory (morning classroom session) teach important and essential skills that are pivotal for all students and are a required part of the school day at WIA.

Timeliness is an important skill that is central to success in life; thus, WIA takes matters of time seriously in order to instill positive behaviors and productive habits in our students.

***Definition of Tardiness:***

Students may arrive any time between 7:00 a.m. and 7:59 a.m. **Students who are not in a classroom by 8:00 a.m. (measured by WIA's clocks) when the tardy announcement is made are considered tardy.**

Students who enter the building after 8:00 a.m. will receive a tardy pass, which they must present to their teacher. Students who are already in the building but not in a classroom by 8:00 a.m. will be marked tardy but will not need to get a tardy pass from the front office. For students who are present in the building but late to class, additional consequences may ensue.

***Excused Tardies:***

- Illness or injury
- Medical appointments (must be accompanied by a doctor's note)

***Unexcused Tardies:***

- Overslept
- Traffic
- Forgot items at home, etc.

***Early Dismissals:*** Remaining in school for the entire day is central to student achievement. Early dismissal is certainly discouraged as students miss critical instruction. In order to be counted as present, students must be in school for a minimum of four hours. At WIA, we view early dismissal in the same manner way we view student tardies. When possible, arrange all appointments on early release days or after school. When a student is checked out of school early for a medical appointment, a dated, written excuse from the doctor must accompany the student back to school the following day.

In order for a student to be released from school prior to the end of the regular school day, the student must bring a written note from his/her parent/guardian stating the reason for the early dismissal. Emails will not be accepted. This note must be submitted on the morning of the intended early dismissal to the homeroom teacher and/or front office personnel. The note must state the time that you will be in to pick the child up and you must report to the reception desk in the front office to sign your child out. Be prepared to show personal identification. The student will only be released to his/her parent/guardian or to a person designated by the parent/guardian, as documented by school records, and upon presentation of proper identification. Office personnel will contact the room and the student will report to the front office. Students will not be called until a parent physically walks in and signs the student out. The parent is to wait in the front office until the student arrives. Parents are not to go to the classroom, the playground, or any other area of the school unannounced or unaccompanied to pick up their child. Members of the faculty and staff will only release students through the office after all the proper procedures have been followed. There will be no early dismissals after 2:45 p.m. as preparations for carpool will be in progress.

***Consequences for Tardiness and Early Dismissals:*** Parents will be notified via robo-call every time a student is tardy to school or picked up early. Consequences for student tardies and early dismissals are as follows:

- 3<sup>rd</sup> tardy: Verbal Warning
- 5<sup>th</sup> tardy: Written Letter
- 10<sup>th</sup> tardy: Parent must attend a mandatory meeting with the Principal or her designee before the student is allowed back to school.
- 12<sup>th</sup> tardy: Student will be referred to the academy-level guidance counselor and to the Fulton County Court System for Educational Neglect. The student also runs the risk of being retained in his/her grade as a result of excessive tardies.

## **School-Wide Events**

***Assemblies and Pep Rallies:*** At least once per semester, students in all grades will take part in an assembly. Our assemblies feature a variety of topics such as character development, career options, and healthy eating. In an effort to foster community between students and across grade levels, pep rallies are held at regular intervals throughout the year. The goal of pep rallies is to create solidarity between students, foster school spirit, highlight IB learner traits and characteristics and celebrate the successes of our student body.

## **Extracurricular Offerings**

WIA believes that learning is not simply confined to the classroom and that participation in the arts and other extracurricular activities benefits the whole child. We provide a variety of extracurricular offerings that support socio-emotional development and community engagement. A complete list of extracurricular activities can be found on the school website.

## **Athletics**

Sports are an important aspect of the WIA experience. Our students learn not only the fundamentals of various sports but also what it means to be part of a team. WIA offers some of the following athletic teams: cheer, basketball, flag football, and baseball.

## **Student Safety**

***Reporting Child Abuse:*** According to state law, school employees must report reasonably suspected cases of neglect, non-accidental injury, or sexual offenses against children to the Georgia Department of Family and Children Services (DFCS) or local law enforcement agencies. Failure to comply with this requirement may result in prosecution of the WIA employee. People who are required to report reasonably suspected abuse are protected by state law from civil or criminal liability.

**Note:** Once a report has been made, official representatives of DFCS have the right and may come to WIA to interview the child. Parent permission need not be obtained by DFCS or WIA.

***Search and Seizure:*** Students possess the right to privacy of person, as well as to freedom from unreasonable search and seizure of property as guaranteed by the Fourth Amendment to the Constitution. These individual rights, however, are balanced by WIA's responsibility to protect the health, safety, and welfare of all students and staff. School employees may conduct targeted searches when they have reason to suspect that a law or school rule has been violated or that the health, safety or welfare of students and/or staff may be in danger.

***Search of Lockers and Desks:*** WIA is the owner and has control of student lockers, cubbies, and desks. School officials may inspect cubbies, desks, and/or lockers for cleanliness and order at any time without notice and without consent whenever reasonable suspicion exists that a law or school rule has been violated or that the health, safety or welfare of students or staff may be in danger.

***Search of Student's Person*** - A search of a student's person, bag or purse shall be undertaken only if there are reasonable grounds to suspect that the student possesses a dangerous, prohibited or illegal substance or items that may interfere with school purposes and/or present a threat to people or property.

### **Nurse Visits/Medical Needs**

The nurse's office is available on a daily basis to address the medical needs of our students. Barring emergencies, severe trauma and severe illness, students will not be admitted to the nurse's office at any time without a pass. As per state law, students who have a communicable disease must notify the nurse upon re-entry. Parents must notify their child's teacher of any such severe illness within twenty-four hours. Each student must have a Healthy Student Form completed and signed by parent/guardian filed in the clinic. It is imperative that information be updated as changes occur.

Children are allowed to rest in the clinic for fifteen (15) minutes. If a longer rest period is necessary, the parents will be called to pick up the child. Depending on the nature of the illness/injury your child may require a doctor's note upon returning to school.

We wish to provide a healthy environment for all children. For the sake of others, as well as your own child, parents are asked to keep home any child with a fever of 99.9 degrees or higher or with other symptoms of illness such as diarrhea, hacking cough, vomiting, etc. A child should be free from fever or contagious disease for 24 hours before returning to school. If your child has a contagious disease, s/he should be kept at home and the fact of the condition reported to WIA. Contagious diseases include but are not limited to illnesses such as strep throat, pinworms, conjunctivitis (pink eye), impetigo, head lice, measles, mumps, chicken pox, scarlet fever, fifth disease, etc.

***Injury During the School Day:*** If a student is injured, the teacher and/or school nurse will contact the parent or guardian when deemed appropriate by WIA. In cases where an injury or illness is serious or life-threatening, emergency services will be called to transport the student to a hospital. A school accident report will be completed and provided to parents in the event of an accident or injury at school.

***Physical Education:*** The WIA Physical Education program is an important part of the education experience for students. If a health condition prevents a student from participating in physical activities over an extended period of time, a note from the doctor indicating the limitation is required. In order for a student to be excused from physical education for a short period of time (up to 2 days), a written request from a parent will suffice.

***Restricted Physical Education Activities:*** If for any reason you feel your child should have restricted physical activity, please provide WIA with a doctor's note stating the reason and length of the restriction. This information will be forwarded to both the classroom and PE teachers. If a student needs to ride the elevator, a note from a doctor must be given to the nurse in order to accommodate this request.

***Authorization for Medication:*** A form must accompany any medication (over the counter or prescription) to be given to your child. A separate form must be filled out for each medication and be brought personally to the clinic by the parent/guardian. Do not send medications to school with your child. Medications will only be accepted from the parent. PLEASE DO NOT PUT MEDICATION IN LUNCH BOXES OR BACKPACKS. If you need additional authorization for medical forms, please let the clinic know. These forms will always be available in the clinic. No over-the-counter drugs will be given to your child unless authorized by a parent.

Prescription medicine must be in the original labeled container. The label must include the student's name, the name of the medicine, instructions for dispensing the medicine, and doctor's name. Pharmacists can provide a duplicate labeled container with only the dosage to be given at school. Over the counter medicine must be in the original container and marked with the student's name. Parents are to pick up unused medicine from the nurse in the clinic. Any medication not picked up will be discarded at the end of the school year. Medicine will not be sent home with the student.



***Other Medical Information:*** It is a legal requirement in the state of Georgia that certain health forms, such as certification of immunizations, must be on file (and updated yearly) for every student enrolled in school. WIA also requires parents to inform the school of any known medical conditions such as allergies and/or chronic diseases/illnesses affecting their children. The implementation of a Student 504 Plan, which will be prepared by the SST coordinator and school nurse to ensure maximum safety and accountability may be required in these instances.

***Head Lice:*** Students must be free of head lice and nits. It is important for parents to routinely check their children's hair for lice. Lice are small insects about the size of sesame seeds. Nits are tiny yellowish-white oval eggs attached to the hair. Nits don't come off easily like dandruff or lint. Lice do not jump or fly. They are transmitted via head-to-head contact and personal articles such as hats, combs, and pillows. Please remind your children not to share such things with others. When head lice are identified at school, an administrator will notify parents of affected students and provide information on treatment of the hair and the household. Students must be free of head lice and nits for a minimum of 48 hours after treatment in order to return to school. Spraying pesticides for the control of head lice at home or at school is not recommended.

### **Immunizations and Health Screening Requirements**

Please make sure that all of your child's immunizations are kept up to date. Students not in compliance may not be allowed to start school.

Georgia law requires that each student present the following forms prior to being enrolled:

- Georgia Department of Human Resources Form 3231, which must be signed by a physician licensed under the laws of Georgia OR by a qualified employee of a county health department.
- "Certificate of Immunization" showing that the child has adequate protection against varicella (chicken pox), Hepatitis A, Hepatitis B, diphtheria, pertussis (whooping cough), tetanus (lockjaw), polio, measles, rubella (German measles) and mumps
- Additional doses of Mumps and Varicella added to 2 existing vaccine requirements for children entering Kindergarten, 6th grade or new entrants into any grade (K-12)
- Georgia Department of Human Resources Form 3300 "Certificate of Ear, Eye and Dental Examinations." This Form 3300 Certificate must be dated within twelve months of the first day of school.

A child who cannot be immunized because of a medical disability can be given a special certificate by a licensed physician or a county health department. If a child is not immunized for religious reasons, an exemption waiver must be obtained from WIA.

### ***Students transferring from another state or country***

Students transferring to WIA from another state or country must obtain a certificate from a Georgia licensed physician or the Atlanta Public Health Department. A parent may present a written, dated immunization record attested to by a licensed physician or an authorized representative of a health agency of another state or country that adequate immunizations have been received by the student. Atlanta Public Schools Public Health will place the record on file and issue a Certificate of Immunization, and the student can be admitted to school.



## **Emergencies**

***Emergency Information:*** It is critical that WIA is able to contact parents/guardians at any time students are at school. WIA must have the parent/guardian's current address, home, cellular and business telephone numbers. Emergency contact persons and their telephone numbers are needed in case a parent cannot be reached. This information is required at the time of registration and whenever a change occurs with the parent/guardian's address, telephone, or emergency contact information.

***Emergency Drills:*** Fire, severe weather, and emergency drills are held on a regular basis throughout the school year. Students should follow their teacher's instruction and go to the designated areas in a prompt and orderly fashion. Evacuation routes, areas, and procedures are posted in each classroom and fully explained to students. An Emergency Procedure/Crisis Plan is kept current. Each faculty member has a copy and will have thoroughly read and practiced the procedures.

***Inclement Weather:*** In case of severe weather or other emergencies, WIA will consult with local authorities to make a decision as to the opening and closing of school. Please refrain from calling WIA for information. The office must keep phone lines clear in emergency situations. Parents will receive a message through a calling post to inform them if WIA will close early. Please monitor the local TV and radio stations following APS guidelines. TV: Channels 2 (WSB/ABC), 5 (WAGA/FOX 5) 11(WXIA/NBC) Radio : 94.1 FM (Star 94), WSB 95.5 FM..

## **Computer/Internet Policies**

Students are responsible for proper behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply. The network is provided for students to conduct research and communicate with others. Independent access to network services is provided to students who agree to act in a considerate and responsible manner. Parent permission is required for minors. Access is a privilege, not a right. Access entails responsibility; each individual user of WIA's computer networks is responsible for his/her behavior and communications over those networks.

Network storage areas may be treated like school lockers. Network and School administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on school servers would be private. WIA has the right to check the computers in order to determine what materials and who has accessed sites. During school, teachers of younger students will guide them toward appropriate materials. Outside of school, it is the families' responsibility to guide the children as they are exposed to the Internet, movies, television and other potentially offensive sources.

## **Field Trips**

Field trips may be planned throughout the year for various academic and enrichment activities. Parents will receive advance notice of such trips. A permission slip must be signed by the student's parent/guardian and applicable fees collected in order for the student to participate in the field trip. Students going on the field trip who have preordered lunch will receive a credit that will be issued to their account.

Parents may be asked by the classroom teacher to serve as chaperones on class field trips. The primary responsibility of a chaperone is to ensure appropriate supervision for students. Parental chaperones are asked to take this responsibility seriously and remain vigilant and attentive to the students' needs throughout the trip. Children who are not enrolled in the class may not accompany the chaperones. Selection of parent chaperones is up to the discretion of the teacher. All chaperones must complete a background check as per APS policy.

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## **Breakfast & Lunch Program**

WIA works with APS to provide breakfast and lunch in accordance with state and federal school nutrition guidelines. APS provides breakfast and lunch for all students.

Breakfast and lunch menus will be available on the website one week in advance. Families are expected to pay for both breakfast and/or lunch. However, students will not be required to pay in advance. Every student will also receive a snack at no charge if they participate in a school-sanctioned after school activity.

**Free and Reduced Breakfast and Lunch Program:** WIA participates in the federal free and reduced price meal program. Students from households with incomes at or below certain eligibility levels can qualify for free or reduced-price meals. Also, students from households receiving Temporary Assistance for Needy Families (TANF) benefits are eligible for free meals.

Free and reduced-price applications are distributed during orientation. All families are required to complete the forms, regardless of income level or interest in accessing school lunches. Application information is confidential and will be used to determine eligibility, as well as make other kinds of funding and resources available to WIA.

**Lunches from Home:** When packing a lunch, water, milk or 100% fruit juices are recommended. Soda is not encouraged. Please provide lunches that do not need to be heated. Students may purchase milk when packing a lunch from home.

Parents are welcome to have lunch with their child(ren) but must sign in at the front office upon arrival. Parents who wish to have lunch with their children are considered volunteers. Therefore, they must adhere to the volunteer policy and complete all relevant paperwork prior to their visit.

We do not accept deliveries from outside vendors or food delivery services (i.e. UBER EATS, etc.)

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## **Uniform Policy**

Uniforms are an indispensable feature of WIA. In our efforts to maintain an elevated standard of personal appearance, promote a dignified school climate, and foster school pride, we have prepared the following uniform and appearance guidelines.

### ***General Considerations:***

- Each component of the uniform must be complied with daily. This includes footwear, socks, shorts with appliques, belts, etc. The WIA school uniform is not negotiable and may not be manipulated to accommodate personal style or interest. No changes are permitted, regardless of temperature or change in weather.
- Uniforms should be neat (i.e. shirts tucked in, etc.) and clean at all times. Parents may purchase solid black items from any vendor as long as they comply with the uniform expectations.
- Hair must be appropriately groomed so as not to cause a disruption or generate unnecessary attention during the school day. Barrettes and other hair accessories must either be red, white, or black.
- Light makeup and light, clear, lip-gloss is permitted.

***Jewelry and Accessories (Male and Female Students):***

- The only permissible accessories are earrings and watches. Both must be modest in appearance so as to not generate attention or cause a disruption within WIA. Male students are not permitted to wear earrings.
- Solid black belts must be worn with shorts or pants.

***Sweaters, Jackets, and Undergarments:***

- Students may wear outerwear (jackets and coats) of their own choosing to school. However, only the WIA red or black sweaters are permitted inside of the building.
- Circumstances may require that students wear additional clothing to insulate themselves. Only close fitting, long-sleeve, plain white or black t-shirts are allowed.

***Confiscated Items:***

- Accessories or articles of clothing found in violation of the Dress Code will be confiscated and will only be returned to the parent or guardian.

***Statement of Absolute Compliance:***

- Absolute compliance with the WIA school uniform is expected. The uniform is not subjective or open to interpretation.

***Uniforms 2018-19***

**Shirts:** Red Short Sleeve or Long Sleeve Knit Pique Knit (Polo) Shirts with Logo Patch

**Shorts:** Black Pleated, Fashion Fit, or Flat Front Shorts

**Pants:** Black Pleated, Fashion Fit, or Flat Front Slacks

**Skorts:** Black Skort

**Skirt:** Plaid (Black, Red, and Grey) Skirt available at approved vendor

**Sweaters:** Red or Black V-Cardigan Sweater with Logo Patch or Monogram

**Spirit Sweatshirts/Hoodies:** Grey or Black with printed Wesley - This Spirit Wear will be available for purchase and can be worn as part of uniforms.

**Jackets:** Black or Red Full Zip Fleece Jacket with Logo Patch or Monogram

**Belts:** Solid Black Belt

**Socks/Tights:** White or Black socks or leggings

**Shoes:** Any colored shoes with the exception of the following: sandals, slippers, bowling shoes, or clogs.

***Dollar Dress Down/No Uniform Today (NUT) Pass Day Specifications (All Students):***

On Dollar Dress Down days, students must pay \$1.00 to dress according to the following specifications:

- Top - WIA requirements listed above or WIA spirit shirt
- Bottom - Plain navy blue jeans (Jeans with side pockets, rips, dyes, or other design features are not permitted.)
- Shoes - WIA requirements listed above

*\*\*\*WIA reserves the right to determine whether certain clothing items, by appearance and style, falls beneath expected appearance standards. \*\*\**

***Arrival and Departure:*** WIA students must arrive and leave school properly attired.

**Hardship:** Determinations of hardship will be made on a case-by-case basis. Families who experience hardship may notify WIA in person or in writing. Under certain circumstances, WIA will make efforts to support the particular family in need. However, it remains the responsibility of the family to ensure that students are properly attired each day.

**Consequences for Violation:** The consequences for violating the WIA Uniform Policy are simple and straightforward. First, each component of the uniform must be complied with daily. This includes footwear, socks, shorts with appliques, belts, etc. If a student arrives to school out of uniform, parents will be notified by classroom teachers by 9:00 a.m. with a request to either pick the child up or to correct the infraction. Consequences for PYP students are left to the discretion of the classroom teacher and/or administration. However, recess will never be taken from a student as punishment.

**Official Vendors:** WIA student uniforms may be purchased at either Parker School Uniforms or Charter Uniforms. We expect for all WIA families to make their clothing purchases at either of these locations:

- Charter Uniforms 1412 Moreland Avenue Atlanta, Georgia 30316 (404) 489-4774, Option 3 [www.charteruniforms.com](http://www.charteruniforms.com)
- Parker School Uniforms 6311 Roswell Road Atlanta, Georgia 30328 (678) 442-0817 <https://www.buckheaduniforms.com/webcart11/nextpage.php?NEXTPAGE=maps.htm>

## **Visitor Policy**

Parents, guardians, and other visitors are welcome at Wesley between the hours of 8:00 a.m. and 2:45 p.m. A parent, guardian, or grandparent who wishes to have lunch with a student may meet the student in the cafeteria without scheduling the visit in advance so long as they have completed a volunteer background check as stipulated below. In addition to joining students for lunch, we encourage parents to observe and/or volunteer in the classroom. If a parent/guardian wishes to observe instruction, s/he must contact the teacher to set up a time to schedule an observation for up to thirty minutes. We ask that parents coordinate with the teacher to find a mutually agreeable time that will support rather than disrupt classroom learning. Parents who wish to observe for a longer period of time must contact their child's Principal at least three days in advance to coordinate the logistics of a longer observation.

Prior to volunteering in any capacity, all individuals must complete the APS Volunteer Background check. **All volunteers must complete the requirements under Level 2 unless they will be accompanying students on a field trip in which they must complete the Level 3 clearance.**

All parents must bring a state-issued ID card and complete the following form, which is available here: <http://www.wesleyacademy.org/wesleyadmin/wp-content/uploads/2015/07/APS-Volunteer-Release-Formfillable.pdf>

### **Level 2 Volunteers**

Due to the nature of most school volunteer opportunities, WIA classifies ALL volunteer opportunities and visits as Level 2. All parents must complete the Level 2 process which is at no cost to parents. Forms are available during Open House and online. Additional forms can be obtained in the front office. The volunteer release form gives us permission to check names against the State and Federal Registered Sex

Offender sites. Once this process is complete, parents will be able to volunteer and/or come for a visit. Please note: This process takes 1-2 business days and must be completed prior to the visit.

### **Level 3 Volunteers**

Parents who wish to chaperone a field trip (day trips and overnight trips) must complete a more extensive background check. All potential chaperones must go through the Georgia Applicant Processing Services (GAPS) fingerprint-based criminal history check. Parents will be responsible for registering in the system, choosing a fingerprinting location convenient to you, and paying the fee. Please note that this check will take at least 1 week to complete and is valid for 5 years.

- **Note:** Parents and visitors who become disruptive or verbally abusive to school staff (especially when staff members are performing their duties) can be subject to a no trespass order on school property. In addition, parents are not permitted to take videos or photographs of students in the classroom unless prior authorization has been obtained by the Principal. Failure to comply with these requests may jeopardize a parent's ability to visit WIA.

The first two weeks of school is a time when teachers are getting to know their students, practicing procedures and reviewing expectations. For this reason, visitation and volunteering in the classroom will not be permitted the first two weeks of school. It is our belief that the "getting to know your student process" is of extreme importance. After the first two-week period, parents are encouraged to visit classrooms and become a part of the educational process.

Please note, after the first week students should be responsible enough to walk to class without parental assistance. Please help us by following this request. Small children in the classrooms are a distraction to students and should not be brought into the classroom.

### **Communication**

The Executive Director, Principal/Assistant Principal, or other assigned designee will communicate information pertaining to significant events that impact the learning environment within 24-48 hours or at a time deemed reasonable based on circumstances related the event (i.e. teacher resignation, teacher incapacitation, teacher long-term leave, serious classroom incident, etc.)

**Conferences:** WIA holds two parent/teacher conferences throughout the school year. Parents and/or teachers may request additional conferences as needed. If you are concerned about your child's performance or would like to talk at greater length about your child's classroom experience, you may reach out to your child's teacher to schedule a meeting to discuss his/her progress.

Note: If you would like to speak with a teacher or an administrator, we kindly ask that you make an appointment as opposed to arriving unannounced. This will allow us to maximize our instructional day, better address your situation, and respond accordingly.

**Website:** WIA's website address is [www.wesleyacademy.org](http://www.wesleyacademy.org).

**Parent Teacher Student Association:** WIA is proud to have an active PTSA who is always working to improve our school community. The PTSA supports the needs of WIA teachers, students and families, and is responsible for various fundraising efforts including the Red Brick campaign and Benefit night.

## **Records Request**

In compliance with the Family Educational Rights and Privacy Act (FERPA), parents may review their child's cumulative education records at the school upon request. If student education records are inaccurate or misleading, the student's parent or guardian may request an amendment by contacting the registrar and/or Principal. Cumulative records are treated as confidential material, and the privacy rights of parents and students are safeguarded. Except as provided by law, no outside agencies or individuals may have access to a student's record without written consent of the parent

## Academics

### Academic Overview

The Primary Years Programme (PYP) grades K-5 at WIA is a part of an official International Baccalaureate (IB) World School, and has received the official authorization recognizing this designation. All students in grades K-5 take Chinese daily, ensuring every student will have a solid foundation in a second language and world culture upon matriculation.

The curriculum at WIA is based on the Georgia Standards of Excellence (GSE) and both the GPS and American Council on the Teaching of Foreign Languages (ACTFL) standards for foreign language in Chinese. As an IB World School, all Georgia Standards of Excellence are delivered through the IB framework, which emphasizes critical inquiry and service through global understanding.

### International Baccalaureate: An Overview

The Primary Years Programme (PYP) serves grades kindergarten through five. The PYP incorporates the Learner Profiles and a hands-on, experiential learning approach to content. The IB program provides a framework teachers use to plan activities, engage students in learning, assess the success of their students in reaching established goals, and reflect upon and reformulate the process according to the results. The International Baccalaureate Organization (IBO) provides the framework and necessary training. Through training for all staff, standards that guide IBO visits, IBO curricular materials, and ongoing formal participation in the international IB World School network, staff has access to diverse curricular materials that can be used in all content areas and grade levels.



The student as learner is at the core of the IB framework and shapes the curriculum and outcomes for all students in the PYP. Therefore, the expectation is for WIA students to practice the ten IB attributes to become:

**Inquirers:** Their natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning.

**Thinkers:** They exercise initiative in applying thinking skills critically and creatively to make sound decisions and solve complex problems.

**Communicators:** They receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.

**Risk-takers:** They approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies.

**Knowledgeable:** They have spent time in our schools exploring themes, which have global relevance and importance.

**Principled:** They have integrity, honesty and a sense of fairness and justice.



**Caring:** They show sensitivity toward the needs and feelings of others. They have a sense of personal commitment to action and service.

**Open-minded:** They respect the views, values and traditions of other individuals and cultures.

**Well-balanced:** They understand the importance of physical and mental balance and personal well-being.

**Reflective:** They give thoughtful consideration to their own learning and analyze their personal strengths and weaknesses in a constructive manner.

Teachers also facilitate the development of the ten IB attributes listed above through explicit instruction about them. Through thematic units in all core content areas, monthly school-wide themes, celebrations, and investigations, students are supported in developing the attributes.

The world perspective and curricular requirements that guide the IB program at WIA are organized in the planning templates provided by the IB program, which are used by all teachers at WIA for collaborative unit and individual lesson planning. Units of Inquiry align instruction across the curriculum throughout the year, and assessment formats for all content areas. The curriculum at WIA is approached as separate disciplines integrated into a coherent whole.

### **International Baccalaureate Curriculum Primary Years Programme:**

The PYP program focuses on the development of the whole child as an inquirer, both in the classroom and in the outside world. At the heart of the PYP program are five essential elements: knowledge (themes and subjects), approaches to learning (skills), concepts, attitudes and action. These elements transcend curricular disciplinary barriers and are incorporated into student learning in all subject areas.

Students are encouraged to make connections, think critically, work collaboratively with others, take action, and reflect. The following six transdisciplinary themes are interwoven into the curriculum and studied across the various subject areas:

- Who We Are
- Where We Are in Place and Time
- How We Express Ourselves
- How We Organize Ourselves
- Sharing the Planet

The transdisciplinary nature of these themes allows students to explore issues across subject areas, encourage them to engage in a curriculum that is engaging, challenging and relevant to the real world, whilst incorporating the attributes of the IB learner profile.

All PYP students explore these themes in their studies of the following subject areas:

- Reading
- English/Language Arts
- Social Studies
- Mandarin Chinese
- Mathematics
- Science and Technology
- Personal, Social and Physical Education
- Arts: Music and Studio Art



In 5<sup>th</sup> grade students participate in a culminating exhibition project. Exhibition is an integral part of the PYP philosophy and offers students an exciting opportunity to demonstrate both independence and responsibility for their learning. In order to successfully complete Exhibition, students must undertake a collaborative and substantive research project which identifies a real-life problem, examines options, proposes solutions and offers some form of action that aids in the solution to the problem.

Mindfulness is also integrated on a regular basis to assist students with the art of reflection. Mindfulness is the practice of increasing self-awareness and developing skills to allow students to be effective communicators and take ownership of their emotions. As a result, students are able to regulate their behavior and focus on learning. While mindfulness exercises can include meditation, these practices are not grounded in any religious beliefs and are based on scientific research of how the brain works. Additional information on classroom exercises and school-wide practices will be made available to parents throughout the school year.

### **Chinese Program**

Beginning in Kindergarten, every WIA student participates in Chinese instruction each day. WIA employs the largest Chinese department in any Atlanta area public school. Through our partnership with the Confucius Institute at Georgia State University and Kennesaw State University students receive instruction anchored in the latest research-based strategies to maximize knowledge acquisition.

Learning a second language has a variety of benefits, including improvement of communication skills, understanding different cultures in an increasingly global society, having access to bodies of knowledge not present in the first language, and the development of insight into the nature of language and culture. In order to compete for high-skill jobs and thrive in the interconnected 21st-century economy, the ability to be multilingual is increasingly important.

### **Early Intervention Program (EIP)**

Early Intervention Program (EIP) is designed to serve students in grades K-5 who are at risk of not reaching or maintaining academic grade level expectations. The purpose of the program is to provide additional instructional resources to help students who are performing below grade level obtain the necessary academic skills to reach grade level performance in the shortest possible time. The program provides a structure for additional instruction to ensure students meet grade level expectations at the elementary level.

Eligibility for EIP is determined by a process of assessment by a trained team of support specialists. WIA trains staff to identify students who may be eligible for the program. The EIP is staffed with certified teachers at all grade levels.

WIA works with Atlanta Public Schools(APS) to ensure that the EIP meets all state guideline for EIP and that all students that are eligible receive the services they need to progress. WIA EIP educators participate in APS EIP trainings throughout the year as they are offered.

For more information regarding EIP, contact the Special Programs Manager.

## **Special Education Program**

In accordance with state and federal guidelines, WIA provides special education services to all qualifying students. Students with diagnosed exceptionalities receive services as outlined by their respective Individual Education Plans (IEPs). The special education team conducts re-evaluations, determinations of eligibility and individual education plans to make sure all students receive the accommodations and modifications they are entitled to under state and federal statutes. WIA ensures that students are placed in the least restrictive environment as determined by their IEPs. Settings include small group, interrelated, and resource. As an APS site, WIA complies with the APS special education policies, which can be found here: <http://atlanta.k12.ga.us/page/179>

For more information regarding Special Education, contact the Lead Special Education Teacher.

## **Gifted & Talented Education (GATE)**

The Gifted and Talented Education (GATE) program provides resources and support to teachers in order to develop and nurture the gifts and talents of all of their students. Students who have been identified as gifted and/or talent development have exceptional needs that require specific attention. Therefore, in order to not lose academic growth or motivation to learn, gifted identified students receive varying services based upon their grade level.

Students in the PYP program are supported through the resource model. A gifted endorsed teacher facilitates the students' learning process through thematic/project -based activities that are guided by gifted and talented standards. Each grade level meets on a specified day.

Students are identified for gifted services once a year through an extensive assessment process. Each student can be assessed for gifted service assessment through parent, teacher, and/or automatic referral. In order for parents to stay abreast of education practices, gain tips, and stay updated on resources in the field of education, information meetings and/or workshops are held throughout the year.

For more information please consult the following websites:

<http://wiagate.weebly.com/>

<http://giftedatlanta.com/schools/atlanta/>

## **Grading and Grade Report Schedule**

### *Kindergarten Grading*

Students in Kindergarten are assessed using the following Performance Levels based on the Georgia Kindergarten Inventory of Developing Skills (GKIDS):

- Not Yet Determined
- Emerging
- Developing
- Demonstrating
- Exceeding

*General Grading Weights Grades 1-5 (specific weighting will be distributed by each grade level)*

<b>Task</b>	<b>Weights</b>
Homework	10%
Quizzes	25%
Tests	25%
Projects	25%
Classwork/Participation	40%

*Grade Equivalents for PYP*

A	90-100
B	80-89
C	70-79
F	0-69

*Grade Report Schedule*

<b>Report Card Schedule</b>	
<b>Quarter 1</b>	<b>October</b>
<b>Quarter 2</b>	<b>January</b>
<b>Quarter 3</b>	<b>March</b>
<b>Quarter 4</b>	<b>June</b>

Teachers will enter no fewer than two content grades per week into Infinite Campus. Infinite Campus is a comprehensive student data management system where teachers record grades and other important. Specific grading weights for each grade level will be communicated via teachers during the first weeks of school. Parents will have access to their child's grades in Infinite Campus via the Campus Parent Portal, which they are urged to check frequently in order to stay apprised of their child's performance.

**Homework Policy**

**Definition:** Homework is any assignment or activity assigned by the classroom teacher to be completed independently or with parental supervision outside of the classroom. Homework may include practicing skills learned in class, reading, studying for an upcoming assessment, projects, or completion of classroom assignments such as IB projects and reflections, writing assignments, and preparing for presentations.

**Purpose:** Homework is comprised of either practice work reflecting previously taught skills and concepts or work designed to prepare students for forthcoming lessons. It is an opportunity to extend skills and concepts, support educational goals, as well as, to help the students develop good work and study habits. Teachers have the discretion to provide homework for practice or homework for grading based upon the concepts the students are learning within the classroom. Homework that is graded will only be assigned after appropriate instruction and practice has taken place. Teachers differentiate homework based upon the needs and abilities of the students and the pace of the class.

**Parameters:** For PYP students, homework is given Monday through Thursday. Challenge work may be given on Fridays, but is optional, as weekends and holiday breaks are primarily reserved for family time. Students may receive extra credit for completed challenge work. Students may elect to use the weekends to complete challenge work, review materials, make up work, complete projects, and enjoy recreational

reading. Assignments shall be designed so that students can complete all homework, including time for studying and preparing for exams, in the average minutes provided. Students taking an extra class, gifted classes, or advanced classes should expect to exceed the average times below. Homework is assigned in written and oral form and students are expected to document homework assignments in their agenda. PYP students receive homework in a format best suited for each grade level (choices, weekly, etc.).

The amount of time it takes for the completion of assignments will vary from student to student. However, the following times below indicate what WIA deems to be the *approximate* amount of time suitable for children at each grade level in an IB school to spend on nightly homework.

**\*Kindergarten** students should receive between 15 minutes to 30 minutes of total content area homework per night and an additional 20 minutes of reading each night is encouraged. At this level, homework is not graded.

**\*First Grade** students should receive between 20 minutes to 30 minutes of total content area homework per night and an additional 20 minutes of reading each night is encouraged. At this level, homework is not be graded.

**\*Second Grade** students should receive between 20 minutes to 40 minutes of total content area homework per night and an additional 20 minutes of reading each night is encouraged. At this level, homework is not graded.

**\*Third Grade** students should receive between 30 minutes to 45 minutes of total content area homework per night and an additional 20 minutes of reading each night is encouraged.

**\*Fourth Grade** students should receive between 40 minutes to 60 minutes of total content area homework per night and an additional 20 minutes of reading each night is encouraged.

**\*Fifth Grade** students should receive between 50 minutes to 75 minutes of total content area homework per night and an additional 20 minutes of reading each night is encouraged.

\* The time allotment for each student may vary based upon individual academic needs, abilities, and student pacing. If a child is struggling to complete assignments within the guidelines outlined above, parents should contact his/her teacher(s).

***Make-up Work:*** It is incredibly important for students to make-up work when they are absent. Students who miss school work because of an excused absence will be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within the period of time designated by the teacher. Students who miss school work because of unexcused absences may be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such make up work as necessary to ensure academic progress, not as a punitive measure. Students suspended from school shall be given assignments to complete. The teacher of any class from which a student is suspended may require the student to complete tests missed during the suspension. As a general rule, students will be given days that are equivalent to the number of days missed to make-up work.

\*If you anticipate your child being out sick for an extended period of time but not more than five days, please contact your child's teachers directly. If your child will be out of school for more than five days, please contact your child's teacher and respective school counselor.

***Homework Grading:***

**K-2:** Student homework is strongly encouraged and based on individual student need but will not be graded.

**3-5:** Student homework that is graded will be identified to students. Homework assignments that are turned in late are at risk for a point reduction is turned in late is reduced 10 points for every day it is late and parents will be notified within 5-10 days.

***Teachers will:***

- Create meaningful assignments
- Be certain that every assignment is clearly understood
- Relate the assignments to class instruction
- Vary the types of assignments
- Use homework as a way to check for understanding of the previously taught skills and content.

***Teacher Guidelines for Returning Homework:***

- Review, discuss and return, if collected, homework in a timely manner (no longer than 2 weeks).
- Communicate and coordinate assignments so that students do not receive an overload of homework, whenever possible.
- Explain homework assignments to the students prior to the assignment. Teachers shall communicate homework assignments in at least one of the following ways: send a packet home, write assignment on the board, require students to record it, and/or make available through emails, initial student agendas at the end of each day websites, blogs or hotlines. The use of a variety of strategies is encouraged.
- Follow a student's Individualized Education Plan (accommodations, interventions, and modifications) or 504 Plan in regards to homework.
- Teach techniques that can help students allocate their time wisely, meet their deadlines, and develop good personal study habits.
- Identify the access that students will have to materials for projects and other homework assignments – taking into account affordability, resource materials from the library/media center, assistance and tutoring opportunities, and technology resources.
- Communicate with parents to inform them about homework expectations, policies, and procedures.
- Communicate the extent to which homework influences the student's overall grades.
- Communicate ways in which parents can best assist their children in doing homework independently.
- Communicate with parents at the earliest possible opportunity once the student has demonstrated consistent inability to complete homework.

***Student Guidelines:***

- Complete homework as assigned.
- Record homework when assigned in class in his/her WIA agenda.
- Seek clarification from teachers when unclear about homework.
- Use class time provided for completing classwork and/or starting homework.
- Seek assistance from teachers when demonstrating an inability to complete homework.
- Complete homework independently in a neat and legible manner.
- Always try your best.

***Homework Tips for Students:***

- Record homework in the same location of the WIA agenda each day.
- Ask clarifying questions to be sure the expectations on your assignments are clear.
- Know, record and monitor due dates.
- Have a quiet space with basic materials for homework completion.
- Make homework part of your daily after school routine.
- Place a note next to homework questions and ask the teacher the next day.

***Parent Guidelines:***

- Provide a quiet space and basic materials for homework completion.
- Teach techniques that can help children allocate their time wisely, meet their deadlines, and develop good personal study habits.
- Monitor time management and productivity but allow students to work independently. (Parents should review homework for completion).
- Initial student agenda each evening.
- Review school provided materials (for example: agendas, class handouts, and/or online resources).
- Communicate with teachers at the earliest possible opportunity once the child has demonstrated consistent inability to complete homework. If necessary, parents shall attempt to reach accommodation with their child's teachers regarding homework.
- Contact the grade level instructional coach/coordinator, Principal and then the Executive Director if a solution cannot be reached with a teacher regarding homework.

**Textbooks & Supplies**

The textbooks issued for student use becomes the responsibility of the student and/or parent/guardian, and must be returned at the end of the school year in the same conditions in which they were issued. Any damaged or lost books must be paid for before another book is issued for home use. Report cards will be withheld until all books have been returned and/or fees have been paid.

Students are expected to provide the basic supplies as listed by grade level on the *School Supply List* issued by WIA. Any additional supply needs must be requested in writing by the classroom teacher for approval by administration. Please help your child come prepared for school by packing his/her homework and supplies in the evening to avoid the last minute morning rush. Ultimately, it is the student's responsibility to check and make sure that s/he has packed everything needed for the next day.

**Behavior Management & Student Code of Conduct****Behavior Management Philosophy & Overview**

WIA strives to create a school culture that is guided by our vision, mission and the four pillars of the “Wesley Way.” This philosophy serves as the foundation of our school-wide approach to behavior and discipline, which is based on the principles of positive behavior support, restorative justice, character education, and global leadership. We expect students to act in accordance with the “Wesley Way” at all times and view each student as a unique and important member of our IB community.

As a school, we believe that:

- Teachers must create a warm, positive environment that emphasizes community and citizenship as well as academic rigor.
- Students must be taught consistent routines, policies and procedures in order to be successful.
- Student behavior is correlated to the actions of adults. We hold students accountable for their actions but do not believe that there are any “bad kids.”
- In order to change a student’s behavior, we must teach an alternative, desired behavior.
- Emphasizing positive behavior effectively diminishes poor behavior and is conducive to creating a culture of excellence in the classroom and at school.

***Positive Behavior Support Model:*** Positive behavior support refers to the process by which teachers correct student behavior by examining the student’s motivations for such behavior, and offering praise to those students who are exhibiting the desired behavior. Research has shown that when positive behavior supports are implemented in the classrooms, the rate of off-task behavior diminishes. As educators it is our responsibility to ensure that students learn not only academic content, but also character development including, integrity, responsibility and respect. Key components of PBS include: student praise, the explicit teaching of rules, and consistent follow through with regard to both rewards and consequences.

***Restorative Practices Model:*** Restorative Justice provides a model for addressing disciplinary infractions in a manner that is not simply punitive. By shifting the paradigm from punitive to restorative methods, restorative practice configures misbehavior as harm done to the community as opposed to the simple breaking of rules. The emphasis is on restoring relationships and a student’s tie to the greater community. Central to both restorative justice and the Wesley Way are values of compassion, responsibility, integrity and an ethical commitment to the betterment of the community. Key components of restorative practice include separating the action from the individual, creating alternative consequences that allow students to give back to the community and restoring relationships between those involved in an incident.

***Second Step SEL (Social-Emotional Learning) Program:*** Second Step is a program that helps students continue to develop their social-emotional skills in preparation for social and academic readiness. Through the program students are equipped with skills that help them make good choices and avoid pitfalls that may in turn hinder social success. Teachers and families are also given tools to help reinforce positive behavior, make connections to real life and bolster family engagement and support.



## **Rights & Responsibilities**

WIA supports the belief that all stakeholders must embrace the rights and expectations that are unique to them. WIA has adopted the following framework outlined by APS to help support our philosophy and approach to discipline and character development:

### *Students may expect:*

- To receive a free high-quality public education
- To be safe at school
- To be treated courteously, and respectfully
- To bring complaints or concerns to the school Assistant Principal, Principal, or staff for resolution
- To tell his/her side of the story before receiving a consequence
- To be told the reason(s) for any disciplinary action verbally and/or in writing
- To be given information about appealing disciplinary actions
- To express opinions, support causes, and discuss issues

### *Student Responsibilities:*

- To read and become familiar with the Student Code of Conduct
- To attend school daily, prepare for class, and complete class and homework assignments to the best of his/her ability
- To know and follow school rules and instructions given by WIA Assistant Principals, Principals, teachers, and other staff
- To tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the community
- To bring to school only those materials that are allowed
- To treat everyone in the WIA community with respect
- To respect school property, community property, and the property of others

### *Parents/Guardians May Expect:*

- To be actively involved in their child's education
- To be treated respectfully by WIA Assistant Principal, Principal, teachers, and other staff
- To access information about the policies and procedures outlined by WIA and APS
- To be notified promptly if their child is disciplined for inappropriate or disruptive behavior and informed of the consequences assigned
- To appeal disciplinary actions taken by the student disciplinary hearing officer
- To receive information about their child's academic and behavioral progress

### *Parent/Guardian Responsibilities:*

- To read and become familiar with the Student Code of Conduct
- To make sure their child attends school regularly, on time, and to notify WIA before the school day begins if their child is absent
- To give WIA accurate and current contact information and inform/update that contact information when and if it changes
- To tell school officials about any concerns or complaints respectfully and in a timely manner
- To work with WIA Assistant Principals, Principals, teachers, and other staff to address any academic or behavioral concerns regarding their child
- To talk with their child about the behavior expected in school
- To support their child's learning and school activities at home
- To be respectful and courteous to staff, other parents, guardians, and students
- To respect other students' privacy rights



## Expectations for Student Behavior

We expect students to follow the Wesley Way at all times both in the classroom and throughout our school buildings. The grid below details expectations for behavior in all common areas of our school buildings:

<b>The Wesley Way</b>	<b>We act with integrity.</b>	<b>We practice compassion.</b>	<b>We reflect on our actions.</b>	<b>We embrace the diversity of our global community.</b>
All day/Every day	<ul style="list-style-type: none"> <li>★ Use voice and volume that fits the setting</li> <li>★ Be courteous and polite</li> <li>★ Follow directions</li> <li>★ Dress in uniform</li> <li>★ Help others follow all school rules</li> <li>★ Be on time</li> </ul>	<ul style="list-style-type: none"> <li>★ Be kind to others</li> <li>★ Be honest and fair</li> <li>★ Think before you speak</li> <li>★ Include everyone so no one feels left out</li> <li>★ Use positive and appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>★ Am I acting kind?</li> <li>★ Am I taking responsibility for my work?</li> <li>★ Am I doing my best?</li> <li>★ Am I maintaining a positive attitude?</li> </ul>	<ul style="list-style-type: none"> <li>★ Seek out new ideas</li> <li>★ Value different opinions and customs</li> </ul>
Cafeteria	<ul style="list-style-type: none"> <li>★ Walk facing forward</li> <li>★ Sit at the table with feet on the floor</li> <li>★ Keep hands, feet and food to yourself</li> <li>★ Follow the traffic light</li> </ul>	<ul style="list-style-type: none"> <li>★ Be aware of the noise level</li> <li>★ Refrain from teasing or hurtful comments</li> </ul>	<ul style="list-style-type: none"> <li>★ Am I being loud?</li> <li>★ Am I including the people around me in my conversation?</li> <li>★ Am I being a good friend?</li> </ul>	<ul style="list-style-type: none"> <li>★ Try different types of food</li> <li>★ Support others' food choices</li> </ul>
Hallways	<ul style="list-style-type: none"> <li>★ Walk facing forward</li> <li>★ Keep hands, feet and objects to yourself</li> <li>★ Avoid and report hazards to staff (puddles, trash, spills)</li> <li>★ Make sure you have permission to be in the hallway</li> </ul>	<ul style="list-style-type: none"> <li>★ Be considerate of classes in session- REMAIN QUIET</li> <li>★ Be courteous, allow others space to pass</li> </ul>	<ul style="list-style-type: none"> <li>★ Am I quiet?</li> <li>★ Am I keeping my hands to myself?</li> <li>★ Am I walking directly to my destination?</li> </ul>	<ul style="list-style-type: none"> <li>★ Learn from your surroundings</li> <li>★ Make sure different perspectives are represented on bulletin boards</li> </ul>

Assemblies	<ul style="list-style-type: none"> <li>★ Enter and exit in an orderly fashion</li> <li>★ Go directly to your seat</li> <li>★ Keep hands and feet to self</li> <li>★ Respect personal space</li> </ul>	<ul style="list-style-type: none"> <li>★ Applaud or clap politely</li> <li>★ Face forward and listen to presentation</li> <li>★ Use appropriate language</li> <li>★ Support your fellow classmates when they receive awards</li> </ul>	<ul style="list-style-type: none"> <li>★ Am I sitting quietly?</li> <li>★ Am I clapping for <i>all</i> speakers and award recipients?</li> <li>★ Am I actively listening and participating?</li> </ul>	<ul style="list-style-type: none"> <li>★ Listen to varying viewpoints</li> <li>★ Consider alternative perspectives</li> </ul>
Recess	<ul style="list-style-type: none"> <li>★ Run only in appropriate areas</li> <li>★ Stay in assigned places</li> <li>★ Stay where an adult can see you</li> <li>★ Alert adults of all strangers or stray animals</li> </ul>	<ul style="list-style-type: none"> <li>★ Avoid throwing rocks and other dangerous objects</li> <li>★ Make sure everyone who wants to be, is included in games</li> <li>★ Encourage good sportsmanship</li> <li>★ Share and take turns</li> </ul>	<ul style="list-style-type: none"> <li>★ Am I including everyone who wants to play?</li> <li>★ Am I acting nicely?</li> <li>★ Am I considering everyone's feelings?</li> </ul>	<ul style="list-style-type: none"> <li>★ Try playing a new game</li> <li>★ Learn about your classmate's family history</li> </ul>
Media Center	<ul style="list-style-type: none"> <li>★ Enter and exit quietly and calmly</li> <li>★ Keep chair and table legs on floor</li> <li>★ Follow computer rules</li> <li>★ Follow library rules</li> </ul>	<ul style="list-style-type: none"> <li>★ Respect others' workspaces.</li> <li>★ Treat books, computers and property with respect</li> </ul>	<ul style="list-style-type: none"> <li>★ Am I putting books back where they belong?</li> <li>★ Am I talking quietly?</li> <li>★ Am I using the computer for its intended purposes?</li> <li>★ Am I listening to adults?</li> </ul>	<ul style="list-style-type: none"> <li>★ Engage multiple perspectives</li> <li>★ Read about something unfamiliar</li> </ul>

### **Behavior Management System (PYP)**

The “Wesley Way” sits at the heart of the PYP discipline model. The goal is for students to build character that will help them be successful individuals not only at WIA but also beyond our school community. However, WIA acknowledges that a variety of interventions are often needed to hold students accountable for modeling the “Wesley Way”. Thus, teachers and leadership in the PYP incorporate alternative discipline strategies in conjunction with the school-wide approach that help to meet the developmental needs of students in grades K-5 (Note: Strategies are also adapted from the APS Student Code of Conduct). Disciplinary interventions and responses are administered based on the severity of a student’s actions, impact on the school community, the student’s age and grade level, previous offenses (if any) and other factors. Behavior offenses and interventions are organized into 3 tiers: Tier 1, Tier 2, & Tier 3.

**Tier 1** interventions and responses are used to address minor offenses. Minor offenses are those represented by a failure to meet defined expectations. These offenses are typically handled by the classroom teacher. If the behavior is consistent, teachers consult with their respective grade level chair or IB Coordinator for additional support. The following are examples of Tier 1 offenses:

- Arguing
- Copying/Cheating
- Disrupting
- Dress Code Violation
- Excessive Talking
- Inappropriate Language
- Incomplete/Missing Work
- Noisy in the Hall/Restroom
- Off Task
- Physical Annoyance
- Playing
- Pushing
- Running in the Hallway
- Refusal to Work
- Teasing/Name Calling
- Violating Cafeteria Rules
- Calling Out

**Tier 2** interventions and responses are used to address intermediate offenses. Intermediate offenses are more severe than minor infractions. However, in most cases the classroom teacher can use targeted interventions that keep the classroom environment managed. If the behavior is consistent, teachers consult with their respective grade level chair, IB Coordinator or Assistant Principal for additional support. Teachers may also submit a discipline referral form to the Assistant Principal or Principal. The following are examples of Tier 2 offenses:

- Destroying Property/Student Work
- Defiant to an Adult
- Disrespecting/Disobeying an Adult
- Skipping Class
- Gossiping/Rumoring
- Invading Privacy in the Restroom
- Lying/Dishonesty
- Obscene Gestures
- Offensive Language
- Throwing Objects
- Stealing
- Forging Signature
- Unauthorized use of Electronics
- Verbal Threats/Intimidation

**Tier 3** interventions and responses are used to address major offenses. Major offenses are more serious acts of misconduct that can be repeated misbehaviors, serious disruptions of the school environment, and/or threats to the health, safety, and well-being of others. WIA Administration determines the intervention or consequence for major offenses. When Tier 3 offenses occur, teachers submit a discipline referral to the Assistant Principal or Principal. The following are examples of Tier 3 offenses:

- Biting /Spitting
- Bullying/Harassment
- Choking
- Drugs
- Exposing Self or Others
- Fighting/Play Fighting
- Leaving School Grounds
- Pornographic Material
- Profanity
- Sexual Assault/Harassment
- Vandalism/Destroying Property
- Hitting/Throwing Objects With Intent to Harm
- Provoking Violence
- Malicious Teasing/Insult/Put Downs
- Weapons
- Racial Slurs
- Chronic Tier 2 behaviors

### **Administrative Steps of Intervention**

Administrative steps of intervention include but are not limited to:

- Review behavior referral
- Investigate possible antecedent
- Investigate context/interview witnesses (if applicable)
- Review circumstances (i.e. supervision, context, time)
- Determine severity of consequence
- Notification of parent/student of incident/consequence
- Resolution communicated to teacher

WIA administrators have the responsibility and authority to question students for the purpose of maintaining a safe and orderly school environment at any time. Although it is important to inform parents about issues of concern, parental consent is not required prior to the questioning of students.

## **Behavior Progress**

In grades K-5, teachers track student behavior using *Class Dojo*, which is an electronic incentive program based on the IB learner profile attributes. Parents will be informed of their child's behavior through daily electronic communication (via *Class Dojo*) and weekly written communication (i.e. *Class Dojo* reports.) Students earn points for positive behavior and lose points for engaging in unacceptable behaviors or not fulfilling expectations. When a student demonstrates exemplary behavior and citizenship, teachers will post his/her name to the map board.

Parents are informed of their child's progress on a regular basis unless there is an issue that requires immediate attention. Teachers re-direct student behavior and provide opportunities for reflection when indicated. When such teacher-led interventions are not effective, the student will be referred to the Assistant Principal.

## **Code of Conduct**

Students are expected to comply with the Wesley Way at all times by adhering to the expectations outlined above in addition to the rules and regulations set forth by Atlanta Public Schools, Code of Conduct. To view the APS Student Code of Conduct in more detail, please visit, [https://www.atlantapublicschools.us/cms/lib/GA01000924/Centricity/Domain/94/web%20final%202016\\_APS%20Student%20HANDBOOK.pdf](https://www.atlantapublicschools.us/cms/lib/GA01000924/Centricity/Domain/94/web%20final%202016_APS%20Student%20HANDBOOK.pdf). Hard copies can also be obtained in the front office for your records.

## ***Consequences for Violating the Wesley Way & Code of Conduct***

While every effort is made to redirect student misbehavior in the classroom and give consequences in line with the protocols of restorative practices, there are times when students who violate the Wesley Way lose the right to participate in school-sanctioned events. The Principal, Assistant Principal, Director of School Services and Executive Director retain decision-making authority with regard to school consequences. Depending on the severity of the incident, a student may be given detention, suspended, or referred to tribunal, which may result in expulsion. When applicable, we adhere to the policies and procedures set forth by APS regarding consequences. Consequences may vary based on student history as well as the nature and facts of the incident. We take all of this into consideration when holding students accountable for their actions and gather evidence and respond to incidents in a timely manner.

## ***Examples of Potential Consequences or Interventions for **Tier 1** Offenses:***

- Appropriate consequences that follow from the student's action (relocation in the classroom, time out placement in another classroom, free time restrictions, etc.)
- Interventions that require reflection and problem solving
- Appropriate in-class behavioral interventions
- Restorative consequences that repair harm done or mend relationships (written apology, mediation, etc.)
- 2nd Step intervention
- Parent phone call

***Examples of Potential Consequences for Tier 2 Offenses:***

- After School Detention assigned by administrator/Lunch Detention assigned by administration
- Appropriate consequences that follow from the student's action (relocation in the classroom, time out placement in another classroom, free time restrictions, etc.)
- Restorative consequences that repair harm done or mend relationships (written apology, mediation, problem solving pertinent to the infraction, etc.)
- Loss of privileges (field trips, celebrations, assemblies, etc.)
- Meeting to develop Intervention Plan/Behavior Contract for student
- Required conference with parent/guardian and child
- Parent phone call

***Examples of Potential Consequences for Tier 3 Offenses:***

- Out of School Suspension (short term, long term)
- In-School Suspension
- Community service hours
- After School Detention assigned by administrator/Lunch Detention assigned by administration
- Appropriate consequences that follow from the student's action (relocation in the classroom, time out placement in another classroom, free time restrictions, etc.)
- Loss of privileges (field trips, celebrations, assemblies, etc.)
- Required conference with parent/guardian and child
- Referral to disciplinary hearing (tribunal)
- Probation contract
- Referral to Student Support Team (SST)
- Parent phone call

**Bullying and Harassment Policy**

WIA subscribes to Atlanta Public School's policies and verbiage regarding bullying and harassment, which are detailed below. Bullying and other forms of intimidation will not be tolerated in any form and are strictly prohibited by the Atlanta Board of Education Policy (JDCDAG) and Georgia law (O.C.G.A. 20-2-715.1).

All reports of bullying are taken seriously. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. The Bullying Reporting Form is available in WIA's main office and the counseling office. Counselors and administrators can provide assistance to students in filling out the bullying reporting form.

***Prohibited behaviors must occur on the property of the public school, at an event within the jurisdiction of a public school or at a school-sponsored event. Reported incidents of bullying, harassment, intimidation or retaliation that have occurred outside the jurisdiction of the school and have not disrupted the WIA environment shall be reported to the students' parents/guardians. Disciplinary action may also be necessary if off-campus behavior results in a disruption to the WIA school environment.***

**Bullying:** No student shall bully another student or students. Bullying can occur on school property or through school technology resources, but can also occur through the use of electronic communication, whether or not that communication originated on school property or with school technology resources, if the electronic communication:

- a. is directed specifically at students or school personnel,
- b. is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of WIA, AND
- c. creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose.

Electronic communication includes but is not limited to any transfer of signs, signals, writings, 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.

**Bullying behavior is defined as:**

- Willful attempt or threat to inflict injury on another person when accompanied by an apparent present ability to do so or;
- Intentionally exhibiting a display of force such as would give the victim reason to fear or expect immediate bodily harm, or;
- Any intentional written, verbal or physical act, which a reasonable person would perceive as being intended to threaten, harass or intimidate that:
  - Causes substantial physical harm or bodily harm capable of being perceived by a person other than the victim and may include, but is not limited to, substantially blackened eyes, substantially swollen lips or other facial or body parts, or substantial bruises to body parts.
  - Has the effect of substantially interfering with the victim student's education;
  - Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or
  - Has the effect of substantially disrupting the orderly operation of WIA.

Examples of bullying and harassment include, but are not limited, to:

- Unwanted teasing
- Physical violence and/or attacks
- Sexual, religious, or racial harassment
- Destruction of school/personal property
- Rumors or spreading of falsehoods
- Social exclusion, including incitement and/or coercion
- Cyberbullying or the willful, hostile and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (e.g. Facebook, etc.) chat rooms, texts, and instant messaging
- Sending abusive or threatening text messages or instant messages
- Threats, taunts and intimidation by words and/or gestures
- Extortion
- Public humiliation
- Theft of money and/or personal possessions
- Stalking
- Cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim.
- The use of cameras or camera phones to take embarrassing photographs of students or school employees and posting them online.
- Using websites to circulate gossip and rumors to other students

## **Acknowledgements**

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In preparing this handbook, WIA benefited from the following schools whose handbooks served as invaluable resources: APS Student Code of Conduct, Uncommon Schools, Drew Charter School and the KIPP Metro Atlanta Academies.



**Parent/Guardian Acknowledgement\***

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I acknowledge that I have received a copy of the Wesley International Academy (WIA) Family/Student Handbook for the 2017-2018 school year. I understand that it contains important information on policies and procedures and serves as a general reference guide for students and families. I understand that it is my responsibility to familiarize myself with the information and that I agree with the policies and rules of the school. I further understand and acknowledge that WIA may change, add or delete any policies or provisions in this handbook as it sees fit in its sole judgment and discretion. I acknowledge and understand that this Family/Student Handbook supersedes and replaces any and all prior handbooks or materials previously distributed.

I also understand that parental involvement and cooperation is vital in the discipline process. By signing below, I acknowledge my understanding and commitment to ensure that my child understands and complies with the handbook.

Student Name \_\_\_\_\_ Teacher \_\_\_\_\_

Parent's Printed Name \_\_\_\_\_ Date \_\_\_\_\_

Parent's Signature \_\_\_\_\_

*\*Please detach this page and return it to your child's teacher within one day of receipt of this information.*

# Cover Sheet

## For Approval: MYP Student/Family Handbook

**Section:** VIII. Governance  
**Item:** E. For Approval: MYP Student/Family Handbook  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 18-19 MYP Handbook.pdf

# Wesley International Academy

## Student and Family Handbook



**211 Memorial Drive  
Atlanta, GA 30312  
678.904.9137 (Office)  
678.904.9138 (Fax)  
[www.wesleyacademy.org](http://www.wesleyacademy.org)**

## **Welcome from our Executive Director**

Dear Wesley Families,

Welcome to the new school year! I hope you are as excited about this year as I am. I learned so much in my first year at Wesley, and I am passionate about our school and the great things we can accomplish together. I am honored to lead with Ms. Lawrence, our PYP Principal, and with our MYP principal this year, Dr. Donald Mason. We are working together to support and lead Wesley's innovative teaching and learning environment.

Wesley's model is based in the International Baccalaureate framework and features single-gender classrooms and rigorous Mandarin Chinese instruction for every student. Thus, we are uniquely positioned to provide a school experience for children unlike any other. These qualities of our school give us distinction, but the most unique characteristic of Wesley is our community itself: a network of parents, students, staff, and community members working together in pursuit of academic excellence.

Positive connections are made between home and school, and our staff members are committed to developing the whole child. I place great value on these characteristics, and I am excited to help continue moving Wesley along the path towards excellence in all areas. We will continue to build upon our success to reach new heights. In partnership with families, teachers, students, and the community, our future is incredibly bright.

Sincerely,

Jason Marshall

Dear Wesley Families,

It is with great excitement that I begin my tenure as Chair of the Board of Directors of Wesley International Academy during this 2018-19 school year, just as we embark on a new five-year charter term. Having worked hand in hand with the school leaders to complete our recent charter renewal application process, I am confident that, together, we will achieve all that is now laid out before us.

This school year also marks a shift in the features of our school as we move away from single-gender classrooms to a co-educational setting. This shift will allow for greater flexibility in our teaching models and we anticipate it will contribute to enhanced academic performance as well as an improved school climate. Of course we maintain the world-class International Baccalaureate framework that we have so successfully implemented in both the primary and middle years programmes throughout the life of our school. Our rigorous Mandarin Chinese instruction is also a mainstay of our daily instruction and we delight in seeing more and more students excel in their mastery of this beautiful language.

Our board is committed to seeing Wesley students developed to be global citizens who are academically competitive by international standards of excellence. We are confident that in partnership with the entire Wesley community – families, students, teachers, faculty, and our community neighbors – we will see our students thriving as they develop both a discipline of learning and a life-long desire for knowledge.

As we begin anew this charter term, we welcome you to join us on the journey by serving on one of our four board committees and attending our regular monthly meetings. We look forward to a charter term marked by excellence, growth, and achievement.

Sincerely,

Mazie Lynn Causey, Chair  
Wesley International Academy  
Board of Directors

**General Disclaimer:**

This handbook was prepared for the collective Wesley International Academy school community. Questions concerning this document should be directed to Jason Marshall, Executive Director.

**Statement on Discrimination:**

Wesley International Academy prohibits discrimination in matters affecting employment or in providing access to programs on the basis of race, color, religion, national origin, sex, age, marital status, sexual orientation, or **disability unrelated in nature and extent so as to reasonably preclude performance.**

For more information, contact:

Wesley International Academy, 211 Memorial Drive, Atlanta, GA 30312.

[www.wesleyacademy.org](http://www.wesleyacademy.org)

**Subject to Change Disclaimer:**

The policies, regulations, and procedures detailed in this handbook are subject to change without prior notice to keep school policies in compliance with State and Federal laws and/or with rules and regulations established and/or approved by the Wesley International Academy Board of Directors. They also may change to effectively respond to changing needs within the school.

Wesley International Academy reserves the right to change all rules and regulations, of whatever kind, affecting students. This handbook does not constitute a contract, express or implied, between any parent, applicant, student, or faculty member at Wesley International Academy or our Board of Directors.

### **Mission**

Wesley International Academy develops in students the discipline of learning and a life-long desire for knowledge through a world class International Baccalaureate education.

### **Vision**

Wesley International Academy develops students who are global citizens and are academically competitive by international standards of excellence.

### **The Wesley Way**

We act with integrity  
We practice compassion  
We reflect on our actions  
We embrace the diversity of our global community

### **Philosophy of Education**

In concert with the Mission, Vision and Pillars of the Wesley Way, Wesley International Academy believes all students are capable of succeeding academically and serving as active, positive members of the school community. We maintain high standards for academic achievement and personal behavior and expect all students to adhere to expectations and general school rules. We believe all students can be successful and their success is contingent upon the actions of adults in the building who teach, counsel and advise them throughout their tenure at Wesley International Academy.

## Organizational Leadership

Wesley International Academy (WIA) is led by a local Board of Directors. The Board is responsible for ensuring that the academic program of WIA is successful, that the school's program and operation are faithful to the terms of its charter, and that WIA is a viable organization.

WIA currently maintains an eleven member governing Board of Directors. With the exception of December, the Board meets on the third Tuesday of each month unless a change becomes necessary. Meetings begin at 6:00 p.m. and typically last one to two hours. Board meetings are held in the Media Center of WIA located at 211 Memorial Drive, Atlanta, GA 30312. All meetings are open to the public. Parent attendance and participation is encouraged.

### 2018-19 Governing Board Members

Mazie Lynn Causey

*Chair*

[mazielynn.causey@wesleyacademy.org](mailto:mazielynn.causey@wesleyacademy.org)

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Suzanne Burnes

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Chip Hill

*Treasurer*

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Nicole Jones

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Thomas Ryan-Lawrence

*Secretary*

[thomas.ryan-lawrence@wesleyacademy.org](mailto:thomas.ryan-lawrence@wesleyacademy.org)

Tom Tidwell

[tom.tidwell@wesleyacademy.org](mailto:tom.tidwell@wesleyacademy.org)



### **Site-Based Leadership**

Mr. Jason Marshall  
Executive Director  
[jason.marshall@wesleyacademy.org](mailto:jason.marshall@wesleyacademy.org)

Ms. Anita Lawrence  
PYP Principal  
[anita.lawrence@wesleyacademy.org](mailto:anita.lawrence@wesleyacademy.org)

Ms. Donica Johnson  
PYP Assistant Principal  
[donica.johnson@wesleyacademy.org](mailto:donica.johnson@wesleyacademy.org)

Dr. Donald Mason  
MYP Principal  
[donald.mason@wesleyacademy.org](mailto:donald.mason@wesleyacademy.org)

Dr. Alastair Pullen  
MYP Assistant Principal  
[alastair.pullen@wesleyacademy.org](mailto:alastair.pullen@wesleyacademy.org)

Ms. Lisa Price  
Director of Finance and Operations  
[lisa.price@wesleyacademy.org](mailto:lisa.price@wesleyacademy.org)

Ms. Dana Roberts  
Director of School Services  
[dana.roberts@wesleyacademy.org](mailto:dana.roberts@wesleyacademy.org)

### **Questions & Concerns**

The Executive Director is responsible for the overall operation of WIA. Principals are responsible for their respective academies and retain decision-making authority on issues that fall under their scope of authority. Please feel free to contact any member of the leadership team if you have questions about the aforementioned areas. The Executive Director is also available to meet with parents to discuss situations that may fall outside the purview of the Principals or to provide additional follow up to any issues of concern.

In order to create efficient processes for responding to issues of concern, we ask that parents first raise their concern with the classroom teacher (if appropriate) and follow up with their respective Assistant Principals and Principals.

Please follow the chain of communication as indicated below:

Step One: Teacher

Step Two: Department Chair or Program Director (Gifted, Special Education, PE, etc.).

Step Three: Assistant Principal/Principal

Step Four: Executive Director

## General Information

### Admissions

WIA is a charter school open to any student (K-8) who resides within the City of Atlanta. There are no preferred attendance zones. Charter schools, as well as public schools, must comply with state and federal regulations, and admissions are open to students in accordance with WIA's charter agreement.

*Admissions Policy:* Returning students and new applicants will be enrolled subject to the following priorities:

- Students who attended WIA during the previous school year
- Siblings of students who attended WIA during the previous school year
- The children of teachers, staff and Board members at WIA, not falling under the first two criteria above, including children of teachers, staff, and Board members who live outside of the City of Atlanta
- Students residing within the Atlanta Public Schools (APS) attendance zone

When demand for enrollment exceeds available capacity for prospective students from the criteria above, WIA will create a waiting list by grade. WIA uses a random, weighted lottery to select new students after those students eligible for the priorities listed above have been accepted. The lottery is weighted to promote socio-economic diversity by giving each student with economic disadvantages five chances in the lottery rather than one.

WIA cannot maintain a wait list for more than one school year. Parents of children on the wait list must submit a new application for each school year during that year's application period. All returning parents must submit intent to return paperwork at the designated time in order to retain their child's seat for the subsequent year.

*New Student Application Requirements:* Please visit the enrollment section located on the WIA website (<http://www.wesleyacademy.org/enrollment/prospective-students/>) as a guide to thoroughly complete the enrollment packet and provide the required documentation. Incomplete enrollment packets will not be accepted. **All forms included in the packet must be completed** (see checklist). Students with economic disadvantages who are accepted at Wesley are presumed to have benefited from the weighted lottery and will be required to submit additional documentation of their economic status.

Required forms and documentation must be submitted in person at WIA and are accepted Monday-Thursday, 9:00 a.m. to 2:00 p.m.

*Re-Enrollment:* To secure your child's place at WIA for the next school year, you must officially complete the re-enrollment process by the scheduled date as indicated on the website.

*Withdrawal:* In the event that your family moves or you wish to withdraw your child from WIA, you must complete and sign withdrawal paperwork located in the front office. This form must be signed by the student's legal guardian. Before a student leaves WIA, s/he must return all textbooks and all student balances must be clear. Please give the office 48 hours to process your request once the completed form is received. Failure to comply with these withdrawal procedures will delay transfer of student records including grade reports.

## **School Hours**

*Early Arrivals:* 7:00 a.m.-7:25 a.m.

*PYP and MYP Instruction:* 8:00 a.m.-3:20 p.m.

*Carpool:* 3:20 p.m.-3:55 p.m.

*After Care:* 4:00 p.m.-6:30 p.m.

## **Attendance and Tardies: An Overview**

Attendance is the first step to academic excellence. Children must be in class each and every day in order to achieve their personal best. Please make sure your child only misses school in the case of an emergency or illness. Excessive absences and/or tardies are a violation of WIA's guidelines, and students who miss an excessive number of days and/or have accumulated a significant number of tardies may not be promoted to the next grade.

School officially begins for students at **8:00 a.m.**, Monday through Friday. Students who are not in their classroom by 8:00 a.m. (measured by WIA's clocks) when the tardy announcement is made are considered tardy. Students who enter the building after 8:00 a.m. will receive a tardy pass, which they must present to their teacher. Students who are already in the building but not in a classroom by 8:00 a.m. will be marked tardy but will not need to get a tardy pass from the front office.

## **Absences**

Students are expected to attend school at all times when classes are in session. We understand students may miss school due to illness or other emergencies that may arise. **If a student is not present for at least four hours during a school day, then s/he will be counted as absent.** We encourage parents to schedule appointments after school hours in order to minimize disruption to the classroom. If your appointment must be scheduled during school hours, please ensure that your child is present at least four hours during that school day. Seat time is essential to student success; students who repeatedly miss class time for tardiness or early dismissal may be retained to make up lost instructional time.

Excused absences are defined as follows:

- Serious illness or death in the immediate family of the student that would reasonably necessitate absence from school
- Personal illness of the student or when attendance in school would endanger the health of the student or the health of others
- Quarantine either by the county health department or by the family's physician
- Special or recognized religious holidays observed by the faith of the student
- Medical/dental appointments with verifications; however, such non-emergency appointments are encouraged to be scheduled during non-school hours when possible
- Absences caused by order of the government
- Weather or other environmental conditions preventing a student from getting to school or rendering school attendance hazardous to the health or safety of the student
- Instances in which attendance could be hazardous as determined by WIA

Anything other than the conditions listed above is considered an UNEXCUSED absence. Unexcused absences include:

- Absences for which the parent does not call WIA or send a written note
- Vacations, holidays (non-faith-based), trips, or other non-academic activities

A letter written by a parent/guardian and/or licensed physician explaining the absence must be presented to school authorities on the date of return to school. Failure to submit a note within three school days after a student's return from an absence will result in the absence being marked as unexcused.

Absences that do not fit the aforementioned criteria will be marked as unexcused. Consequences for unexcused absences are as follows:

- 3rd unexcused absence: The guidance counselor will request a meeting with the parent.
- 4th unexcused absence: The principal or designee will require a mandatory meeting that the parent must attend.

Additional corrective actions may be used appropriately in concert with the consequences mentioned above:

- Parent conference (to sign an attendance contract)
- Student Support Team referral (SST)
- Individual counseling

Teachers will make a good faith effort to provide assignments in advance of and during absences when timely notice is given, and students will be expected to complete all missed work for the duration of the absence within the same number of days as the absence.

**Note:** Georgia State Law, O.C.G.A. 20-2-690.1(c), provides any parent/guardian who does not comply with compulsory attendance mandates shall be guilty of a misdemeanor and, upon conviction thereof, shall be subject to a fine not less than \$25.00 and not greater than \$100.00, imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction.

### **Tardy Policy**

Arriving on time to school is central to student achievement both at school and in life. Students' learning begins the moment they walk up the steps and enter a WIA school building. Advisory (morning classroom session) teaches important and essential skills that are pivotal for all students and are a required part of the school day at WIA.

Timeliness is an important skill that is central to success in life; thus WIA takes matters of time seriously in order to instill positive behaviors and productive habits in our students.

#### ***Definition of Tardiness:***

Students may arrive any time between 7:00 a.m. and 7:59 a.m. **Students who are not in a classroom by 8:00 (measured by WIA's clocks) when the tardy announcement is made are considered tardy.**

Students who enter the building after 8:00 a.m. will receive a tardy pass, which they must present to their teacher. Students who are already in the building but not in a classroom by 8:00 a.m., will be marked tardy but will not need to get a tardy pass from the front office. For students who are present in the building but late to class, additional consequences may ensue.

***Excused Tardies:***

- Illness or injury
- Medical appointments (must be accompanied by a doctor's note)

***Unexcused Tardies:***

- Overslept
- Traffic
- Forgot items at home, etc.

***Early Dismissals:***

Remaining in school for the entire day is central to student achievement. Early dismissal is certainly discouraged as students miss critical instruction. In order to be counted as present, students must be in school for a minimum of four hours. At WIA, we view early dismissal in the same manner way we view student tardies. When possible, arrange all appointments on early release days or after school. When a student is checked out of school early for a medical appointment, a dated, written excuse from the doctor must accompany the student back to school the following day.

In order for a student to be released from school prior to the end of the regular school day, the student must present a written note from his/her parent/guardian to the homeroom teacher and/or front office personnel on the morning of the intended early dismissal. Emails will not be accepted. The note must state the time you will pick up the child, and you must report to the reception desk in the front office to sign your child out. The student will only be released to his/her parent/guardian or to a person designated by the parent/guardian as documented by school records, and only upon presentation of proper identification. Be prepared to show personal identification. Office personnel will contact the room and the student will report to the front office. Students will not be called until a parent physically walks in and signs the student out. The parent is to wait in the front office until the student arrives. Parents are not to go to the classroom, the playground, or any other area of the school to pick up their child. Members of the faculty and staff will only release students through the office after all the proper procedures have been followed. There will be no early dismissals after 2:45 p.m. as preparations for carpool will be in progress.

***Consequences for Tardiness and Early Dismissals:*** Parents will be notified via robo-call every time a student is tardy to school or picked up early. Consequences for student tardies and early dismissals are as follows:

- 3<sup>rd</sup> tardy: Verbal Warning
- 5<sup>th</sup> tardy: Written Letter
- 10<sup>th</sup> tardy: Parent must attend a mandatory meeting with the Principal or his/her designee before the student is allowed back to school.
- 12<sup>th</sup> tardy: Student will be referred to the academy-level guidance counselor and to the Fulton County Court System for Educational Neglect. The student also runs the risk of being retained in his/her grade as a result of excessive tardies.

## **School-Wide Events**

***Pep Rallies and Assemblies:*** In an effort to foster community between students and across grade levels, pep rallies and assemblies are held at regular intervals throughout the year. The goal of pep rallies and assemblies is to create solidarity between students, foster school spirit, highlight IB learner traits and characteristics and celebrate the successes of our student body.

***Scholars Forum:*** Quarterly, MYP students will attend Scholars Forum, which features local professors and other industry-experts who give a short lecture on their research. Students are encouraged to ask questions after the talk and integrate the material they are privy to during Scholars Forum into their classroom work. The goal of the Scholars Forum series is to enhance students' critical thinking ability through the exposure to new ideas and cutting edge research. Past speakers have included: Dr. Allen Kim (Clayton State University), Dr. Chanel Craft (Emory University), Congressman John Lewis, and Dr. Adia Harvey-Wingfield (Georgia State), among many others.

## **Extracurricular Offerings**

WIA believes that learning is not simply confined to the classroom and that participation in the arts and other extracurricular activities benefits the whole child. We provide a variety of extracurricular offerings that support socio-emotional development and community engagement. A complete list of extracurricular activities can be found on the school website.

## **Athletics**

Sports are an important aspect of the WIA experience. Our students learn not only the fundamentals of various sports but also what it means to be part of a team. WIA offers some of the following athletic teams: cheer, basketball, flag football, and baseball.

## **Student Safety**

***Reporting Child Abuse:*** According to state law, school employees must report reasonably suspected cases of neglect, non-accidental injury, or sexual offenses against children to the Georgia Department of Family and Children Services (DFCS) or local law enforcement agencies. Failure to comply with this requirement may result in prosecution of the WIA employee. People who are required to report reasonably suspected abuse are protected by state law from civil or criminal liability.

**Note:** Once a report has been made, official representatives of DFCS have the right and may come to WIA to interview the child. Parent permission is not necessary in such situations. .

***Search and Seizure:*** Students possess certain limited rights to privacy of person and freedom from unreasonable search and seizure of property. These individual rights, however, are balanced by WIA's responsibility to protect the health, safety, and welfare of all students and staff. School administrators may conduct targeted searches when they have reason to suspect that a law or school rule has been violated or that the health, safety or welfare of students and/or staff may be in danger.

***Search of Lockers and Desks:*** WIA is the owner of and has control of student lockers, cubbies, and desks. School administrators may inspect cubbies, desks, and/or lockers for cleanliness and order at any time without notice and without consent whenever reasonable suspicion exists that a law or school rule has been violated or that the health, safety or welfare of students or staff may be in danger.

***Search of Student's Person:*** A search of a student's person, bag or purse shall be undertaken only if there are reasonable grounds to suspect that the student possesses a dangerous, prohibited or illegal substance or items that may interfere with school purposes and/or present a threat to people or property.

### **Nurse Visits/Medical Needs**

The nurse's office is available on a daily basis to address the medical needs of our students. Barring emergencies, severe trauma and severe illness, students will not be admitted to the nurse's office at any time without a pass. As per state law, students who have a communicable disease must notify the nurse upon re-entry to school. Parents must notify their child's teacher of any such severe illness within twenty-four hours. Each student must have a Healthy Student Form completed and signed by parent/guardian on file in the nurse's office. It is imperative that information be updated as changes occur.

Children are allowed to rest in the clinic for fifteen (15) minutes. If a longer rest period is necessary, the parents will be called to pick up the child. Depending on the nature of the illness/injury your child may require a doctor's note upon returning to school.

We wish to provide a healthy environment for all children. For the sake of others, as well as your own child, parents are asked to keep home any child with a fever of 99.9 degrees or higher or with other symptoms of illness such as diarrhea, hacking cough, vomiting, etc. A child should be free from fever or contagious disease for 24 hours before returning to school. If your child has a contagious disease, s/he should be kept at home and the fact of the condition reported to WIA. Contagious diseases include but are not limited to illnesses such as strep throat, pinworms, conjunctivitis (pink eye), impetigo, head lice, measles, mumps, chicken pox, scarlet fever, fifth disease, etc.

***Injury During the School Day:*** If a student is injured, the teacher and/or school nurse will contact the parent or guardian if and when deemed appropriate by WIA, depending on the severity/seriousness of the injury. In cases where an injury or illness is serious or life-threatening, emergency services will be called to transport the student to a hospital. A school accident report will be completed and provided to parents in the event of an accident or injury at school.

***Physical Education:*** The WIA Physical Education program is an important part of the education experience for students. If a health condition prevents a student from participating in physical activities over an extended period of time, a note from the doctor indicating the limitation is required. In order for a student to be excused from physical education for a short period of time (up to 2 days), a written request from a parent will suffice.

***Restricted Physical Education Activities:*** If for any reason you feel your child should have restricted physical activity, please provide WIA with a doctor's note stating the reason and length of the restriction. This information will be forwarded to both the classroom and PE teachers. If a student needs to ride the elevator, a note from a doctor must be given to the nurse in order to accommodate this request.

***Authorization for Medication:*** A form must accompany any medication (over-the-counter or prescription) to be given to your child. A separate form must be filled out for each medication and be brought personally to the clinic by the parent/guardian. Do not send medications to school with your child. Medications will only be accepted from the parent. PLEASE DO NOT PUT MEDICATION IN LUNCH BOXES OR BACKPACKS. If you need additional Authorization for Medication forms, please let the clinic know. These forms are always available in the nurse's office. No drugs of any kind (over-the-counter or prescription) will be given to your child unless authorized by a parent.



Prescription medicine must be in the original labeled container. The label must include the student's name, the name of the medicine, instructions for dispensing the medicine, and doctor's name. Pharmacists can provide a duplicate labeled container with only the dosage to be given at school. Over-the-counter medicine must be in the original container and marked with the student's name. Parents must pick up unused medicine from the nurse in the clinic. Any medication not picked up will be discarded at the end of the school year. Medicine will not be sent home with the student.

***Other Medical Information:*** It is a legal requirement in the state of Georgia that certain health forms, such as certification of immunizations, must be on file (and updated yearly) for every student enrolled in school. WIA also requires parents to inform the school of any known medical conditions such as allergies and/or chronic diseases/illnesses affecting their children. The implementation of a Student 504 Plan, which will be prepared by the SST coordinator and school nurse to ensure maximum safety and accountability, may be required in these instances.

***Head Lice:*** Students must be free of head lice and nits. It is important for parents to routinely check their children's hair for lice. Lice are small insects about the size of sesame seeds. Nits are tiny yellowish-white oval eggs attached to the hair. Nits don't come off easily like dandruff or lint. Lice do not jump or fly. They are transmitted via head-to-head contact and personal articles such as hats, combs, and pillows. Please remind your children not to share such things with others. When head lice are identified at school, an administrator will notify parents of affected students and provide information on treatment of the hair and the household. Students must be free of head lice and nits for a minimum of 48 hours after treatment in order to return to school. Spraying pesticides for the control of head lice at home or at school is not recommended.

### **Immunizations and Health Screening Requirements**

Please make sure that all of your child's immunizations are kept up to date. Students not in compliance may not be allowed to start school.

Georgia law requires that each student present the following forms prior to being enrolled:

- Georgia Department of Human Resources Form 3231, which must be signed by a physician licensed under the laws of Georgia OR by a qualified employee of a county health department.
- "Certificate of Immunization" showing that the child has adequate protection against varicella (chicken pox), Hepatitis A, Hepatitis B, diphtheria, pertussis (whooping cough), tetanus (lockjaw), polio, measles, rubella (German measles) and mumps
- Additional doses of Mumps and Varicella added to 2 existing vaccine requirements for children entering Kindergarten, 6th grade or new entrants into any grade (K-12)
- Georgia Department of Human Resources Form 3300 "Certificate of Ear, Eye and Dental Examinations." This Form 3300 Certificate must be dated within twelve months of the first day of school.

A child who cannot be immunized because of a medical disability can be given a special certificate by a licensed physician or a county health department. If a child is not immunized for religious reasons, an exemption waiver must be obtained from WIA.

### ***Students transferring from another state or country***

Students transferring to WIA from another state or country must obtain a certificate from a Georgia licensed physician or the Atlanta Public Health Department. A parent may present a written, dated immunization record attested to by a licensed physician or an authorized representative of a health agency of another state or country that adequate immunizations have been received by the student. Atlanta Public Schools Public Health will place the record on file and issue a Certificate of Immunization, and the student can be admitted to school.



## **Emergencies**

***Emergency Information:*** It is critical that WIA is able to contact parents/guardians at any time students are at school. WIA must have the parent/guardian's current address, home, cellular and business telephone numbers. Emergency contact persons and their telephone numbers are needed in case a parent cannot be reached. This information is required at the time of registration and whenever a change occurs with the parent/guardian's address, telephone, or emergency contact information.

***Emergency Drills:*** Fire, severe weather, and emergency drills are held on a regular basis throughout the school year. Students should follow their teacher's instruction and go to the designated areas in a prompt and orderly fashion. Evacuation routes, areas, and procedures are posted in each classroom and fully explained to students. An Emergency Procedure/Crisis Plan is kept current. Each faculty member has a copy and will have thoroughly read and practiced the procedures.

***Inclement Weather:*** In case of severe weather or other emergencies, WIA will consult with local authorities to make a decision as to the opening and closing of school. Please refrain from calling WIA for information. The office must keep phone lines clear in emergency situations. Parents will receive a message through a calling post to inform them if WIA will close early. Please monitor the local TV and radio stations following APS guidelines. TV: Channels 2 (WSB/ABC), 5 (WAGA/FOX 5) 11(WXIA/NBC) Radio : 94.1 FM (Star 94), WSB 95.5 FM.

## **Computer/Internet Policies**

Students are responsible for proper behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply. The network is provided for students to conduct research and communicate with others. Independent access to network services is provided to students who agree to act in a considerate and responsible manner. Parent permission is required for minors. Access is a privilege, not a right. Access entails responsibility; each individual user of WIA's computer networks is responsible for his/her behavior and communications over those networks.

Network storage areas may be treated like school lockers. Network and School administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on school servers are private. WIA has the right to check the computers in order to determine what materials are on it, what websites have been accessed and by whom. During school, teachers of younger students will guide them toward appropriate materials. Outside of school, it is the families' responsibility to guide the children as they are exposed to the Internet, movies, television and other potentially offensive sources.

## **Field Trips**

Field trips may be planned throughout the year for various academic and enrichment activities. Parents will receive advance notice of such trips. A permission slip must be signed by the student's parent/guardian and applicable fees collected in order for the student to participate in the field trip. Students going on the field trip who have preordered lunch will receive a credit that will be issued to their account.

Parents may be asked by the classroom teacher to serve as chaperones on class field trips. The primary responsibility of a chaperone is to ensure appropriate supervision for students. Parental chaperones are asked to take this responsibility seriously and remain vigilant and attentive to the students' needs throughout the trip. Children who are not enrolled in the class may not accompany the chaperones. Selection of parent chaperones is up to the discretion of the teacher. All chaperones must complete a background check as per APS policy.

### **Breakfast & Lunch Program**

WIA works with APS to provide breakfast and lunch in accordance with state and federal school nutrition guidelines. APS provides breakfast and lunch for all students.

Breakfast and lunch menus will be available on the website one week in advance. Families are expected to pay for both breakfast and/or lunch. However, students will not be required to pay in advance. Every student will also receive a snack at no charge if they participate in a school-sanctioned after school activity.

**Free and Reduced Breakfast and Lunch Program:** WIA participates in the federal free and reduced price meal program. Students from households with incomes at or below certain eligibility levels can qualify for free or reduced-price meals. Also, students from households receiving Temporary Assistance for Needy Families (TANF) benefits are eligible for free meals.

Free and reduced-price applications are distributed during orientation. All families are required to complete the forms, regardless of income level or interest in accessing school lunches. Application information is confidential and will be used to determine eligibility, as well as make other kinds of funding and resources available to WIA.

**Lunches from Home:** When packing a lunch, water, milk or 100% fruit juices are recommended. Soda is not encouraged. Please provide lunches that do not need to be heated. Students may purchase milk when packing a lunch from home.

Parents are welcome to have lunch with their child(ren) but must sign in at the front office upon arrival. Parents who wish to have lunch with their children are considered volunteers. Therefore, they must adhere to the volunteer policy and complete all relevant paperwork prior to their visit.

We do not accept deliveries from outside vendors or food delivery services (i.e. UBER EATS, etc.)

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### **Uniform Policy**

Uniforms are an indispensable feature of WIA. In our efforts to maintain an elevated standard of personal appearance, promote a dignified school climate, and foster school pride, we have prepared the following uniform and appearance guidelines:

#### ***General Considerations:***

- Each component of the uniform must be complied with daily. This includes footwear, socks, shorts with appliques, belts, etc. The WIA school uniform is not negotiable and may not be manipulated to accommodate personal style or interest. No changes are permitted, regardless of temperature or change in weather.

- Uniforms should be neat (i.e. shirts tucked in, etc.) and clean at all times. Parents may purchase solid black items from any vendor so long as they comply with the uniform expectations.
- Hair must be appropriately groomed so as not to cause a disruption or generate unnecessary attention during the school day. Barrettes and other hair accessories must either be red, white, or black.
- Light makeup and light, clear, lip-gloss is permitted.

***Jewelry and Accessories (Male and Female Students):***

- The only permissible accessories are earrings and watches. Both must be modest in appearance so as to not generate attention or cause a disruption within WIA. Male students are not permitted to wear earrings.
- Solid black belts must be worn with shorts or pants.

***Sweaters, Jackets, and Undergarments:***

- Students may wear outerwear (jackets and coats) of their own choosing to school. However, only the WIA red or black sweaters are permitted inside of the building.
- Circumstances may require that students wear additional clothing to insulate themselves. Only close fitting, long-sleeve, plain white or black t-shirts are allowed.

***Confiscated Items:***

- Accessories or articles of clothing found in violation of the Dress Code will be confiscated and will only be returned to the parent or guardian.

***Statement of Absolute Compliance:***

- Absolute compliance with the WIA school uniform is expected. The uniform is not subjective or open to interpretation.

***Uniforms 2018-19***

**Shirts:** Red Short Sleeve or Long Sleeve Knit Pique Knit (Polo) Shirts with Logo Patch (PYP ONLY)

Grey Short Sleeve or Long Sleeve Knit Pique Knit (Polo) Shirts with Logo Patch (MYP ONLY)

**Shorts:** Black Pleated, Fashion Fit, or Flat Front Shorts

**Pants:** Black Pleated, Fashion Fit, or Flat Front Slacks

**Skorts:** Black Skort

**Skirt:** Plaid (Black, Red, and Grey) Skirt available at Parker School Uniforms

**Sweaters:** Red or Black V-Cardigan Sweater with Logo Patch or Monogram

**Spirit Sweatshirts/Hoodies:** Grey or Black with printed Wesley - This Spirit Wear will be available for purchase next year at school and can be worn as part of uniforms.

**Jackets:** Black or Red Full Zip Fleece Jacket with Logo Patch or Monogram

**Belts:** Solid Black Belt

**Socks/Tights:** White or Black socks or leggings

**Shoes:** Any colored shoes with the exception of the following: sandals, slippers, bowling shoes, or clogs.

*\*\*\*WIA reserves the right to determine whether certain clothing items, by appearance and style, falls beneath expected appearance standards.\*\*\**

***Dollar Dress Down/No Uniform Today (NUT) Pass Day Specifications (All Students):***

On Dollar Dress Down days, students must pay \$1.00 to dress according to the following specifications:

- Top - WIA requirements listed above or WIA spirit shirt
- Bottom - Plain navy blue jeans (Jeans with side pockets, rips, dyes, or other design features are not permitted.)
- Shoes - WIA requirements listed above

***Arrival and Departure:*** WIA students must arrive and leave school properly attired.

***Hardship:*** Determinations of hardship will be made on a case-by-case basis. Families who experience hardship may notify WIA in person or in writing. Under certain circumstances, WIA will make efforts to support the particular family in need. However, it remains the responsibility of the family to ensure that students are properly attired each day.

***Consequences for Violation:*** The consequences for violating the WIA Uniform Policy are simple and straightforward. First, each component of the uniform must be complied with, daily. This includes footwear, socks, shorts with appliques, belts, etc. If a student arrives to school out of uniform, parents will be notified by classroom teachers by 9:00 a.m. with a request to either pick the child up or to correct the infraction.

- MYP Students (6-8): Students who violate the uniform policy will need to remove the item and/or find a replacement. Additional consequences are as follows:
  1. STEP I: Two or more infractions in one week will result in after school detention.
  2. STEP II: Once a student has been issued two detentions, the next violation will result in silent lunch and no recess for the week.
  3. STEP III: The next violation will result in a 1-day in-school suspension.
  4. STEP IV: The next two violations will result in a 1-day out-of-school suspension

***Official Vendors:*** WIA student uniforms may be purchased at either Parker School Uniforms or Charter Uniforms. We expect for all WIA families to make their clothing purchases at either of these locations:

- Charter Uniforms 1412 Moreland Avenue Atlanta, Georgia 30316 (404) 489-4774, Option 3  
[www.charteruniforms.com](http://www.charteruniforms.com)
- Parker School Uniforms 6311 Roswell Road Atlanta, Georgia 30328 (678) 442-0817  
<https://www.buckheaduniforms.com/webcart11/nextpage.php?NEXTPAGE=maps.htm>

**Visitor Policy**

Parents, guardians, and other visitors are welcome at Wesley between the hours of 8:00 a.m. and 2:45 p.m. A parent, guardian, or grandparent who wishes to have lunch with a student may meet the student in the cafeteria without scheduling the visit in advance so long as they have completed a volunteer background check as stipulated below. In addition to joining students for lunch, we encourage parents to observe and/or volunteer in the classroom. If a parent/guardian wishes to observe instruction, s/he may email the teacher to set up a time to schedule an observation for up to thirty minutes. We ask that parents coordinate with the teacher to find a mutually agreeable time that will support rather than disrupt classroom learning. Parents who wish to observe for a longer period of time must contact their student's

respective Principal at least three days in advance to coordinate the logistics of a longer observation.

Prior to volunteering in any capacity, all individuals must complete the APS Volunteer Background check. **All volunteers must complete the requirements under Level 2 unless they will be accompanying students on a field trip in which they must complete the Level 3 clearance.**

All parents must bring a state-issued ID card and complete the following form, which is available here: <http://www.wesleyacademy.org/wesleyadmin/wp-content/uploads/2015/07/APS-Volunteer-Release-Formfillable.pdf>

### **Level 2 Volunteers**

Due to the nature of most school volunteer opportunities, WIA classifies ALL volunteer opportunities and visits as Level 2. All parents must complete the Level 2 process which is at no cost to parents. Forms are available during Open House and online. Additional forms can be obtained in the front office. The volunteer release form gives us permission to check names against the State and Federal Registered Sex Offender sites. Once this process is complete, parents will be able to volunteer and/or come for a visit. Please note: This process takes 1-2 business days and must be completed prior to the visit.

### **Level 3 Volunteers**

Parents who wish to chaperone a field trip (day trips and overnight trips) must complete a more extensive background check. All potential chaperones must go through the Georgia Applicant Processing Services (GAPS) fingerprint-based criminal history check. Parents will be responsible for registering in the system, choosing a fingerprinting location convenient to you, and paying the fee. Please note that this check will take at least 1 week to complete and is valid for 5 years.

- **Note:** Parents and visitors who become disruptive or verbally abusive to school staff (especially when staff members are performing their duties) can be subject to a no trespass order on school property. In addition, parents are not permitted to take videos or photographs of students in the classroom unless prior authorization has been obtained by the respective principal. Failure to comply with these requests may jeopardize a parent's ability to visit WIA.

The first two weeks of school is a time when teachers are getting to know their students, practicing procedures and reviewing expectations. For this reason, visitation and volunteering in the classroom will not be permitted the first two weeks of school. It is our belief that the "getting to know your student process" is of extreme importance. After the first two-week period, parents are encouraged to visit classrooms and become a part of the educational process.

Please note, after the first week students should be responsible enough to walk to class without parental assistance. Please help us by following this request. Small children, such as younger siblings, in the classrooms are a distraction to students and should not be brought into the classroom.

## **Communication**

The Executive Director, Principal/Assistant Principal, or other assigned designee will communicate information pertaining to significant events that impact the learning environment within 24-48 hours or at a time deemed reasonable based on circumstances related the event (i.e. teacher resignation, teacher incapacitation, teacher long-term leave, serious classroom incident, etc.)

**Conferences:** WIA holds two parent/teacher conferences throughout the school year. Parents and/or teachers may request additional conferences as needed. If you are concerned about your child's performance or would like to talk at greater length about your child's classroom experience, you may reach out to your child's teacher to schedule a meeting to discuss his/her progress.

\*If you would like to speak with a teacher or an administrator, you must make an appointment as opposed to arriving unannounced. This will allow us to maximize our instructional day, better address your situation, and respond accordingly.

**Website:** WIA's website address is [www.wesleyacademy.org](http://www.wesleyacademy.org).

**Parent Teacher Student Association:** WIA is proud to have an active PTSA who is always working to improve our school community. The PTSA supports the needs of WIA teachers, students and families, and is responsible for various fundraising efforts including the Red Brick campaign and Benefit night.

## **Records Request**

In compliance with the Family Educational Rights and Privacy Act (FERPA), parents may review their child's cumulative education records at the school upon request. If student education records are inaccurate or misleading, the student's parent or guardian may request an amendment by contacting the registrar and/or Principal. Cumulative records are treated as confidential material, and the privacy rights of parents and students are safeguarded. Except as provided by law, no outside agencies or individuals may have access to a student's record without written consent of the parent

## Academics

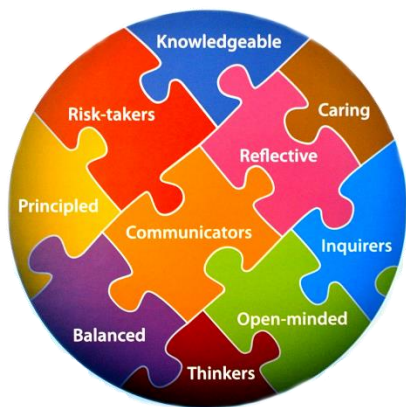
### Academic Overview

The Middle Years Programme (MYP) grades sixth-eighth at WIA is as an official International Baccalaureate (IB) World School, and has received the official authorization recognizing this designation. All students in grades 6-8 take Chinese daily, ensuring every student will have a solid foundation in a second language and world culture upon matriculation from the eighth grade.

The curriculum at WIA is based on the Georgia Standards of Excellence (GSE), the Georgia Performance Standards (GPS), and both the GPS and American Council on the Teaching of Foreign Languages (ACTFL) standards for foreign language in Chinese. As an IB World School, all Georgia Standards of Excellence are delivered through the IB framework, which emphasizes critical inquiry and service through global understanding.

### International Baccalaureate: An Overview

The Middle Years Programme serves grades six through eight (the final two years of the IB MYP are grades nine and ten, which students will ideally pursue in their high school program). The MYP incorporates the Learner Profile and a hands-on, experiential learning approach to content. The IB program provides a framework teachers use to plan activities, engage students in learning, assess the success of their students in reaching established goals, and reflect upon and reformulate the process according to the results. The International Baccalaureate Organization (IBO) provides the framework and necessary training. Through training for all staff, standards that guide IBO visits, IBO curricular materials, and ongoing formal participation in the international IB World School network, staff has access to diverse curricular materials that can be used in all content areas and grade levels.



The student as learner is at the core of the IB framework and shapes the curriculum and outcomes for all students in the MYP. Therefore, the expectation is for WIA students to practice the ten IB attributes to become:

**Inquirers:** Their natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning.

**Thinkers:** They exercise initiative in applying thinking skills critically and creatively to make sound decisions and solve complex problems.

**Communicators:** They receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.

**Risk-takers:** They approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies.



**Knowledgeable:** They have spent time in our schools exploring themes, which have global relevance and importance.

**Principled:** They have integrity, honesty and a sense of fairness and justice.

**Caring:** They show sensitivity toward the needs and feelings of others. They have a sense of personal commitment to action and service.

**Open-minded:** They respect the views, values and traditions of other individuals and cultures.

**Well-balanced:** They understand the importance of physical and mental balance and personal well-being.

**Reflective:** They give thoughtful consideration to their own learning and analyze their personal strengths and weaknesses in a constructive manner.

Teachers also facilitate the development of the ten IB attributes listed above through explicit instruction about them. Through thematic units in all core content areas, monthly school-wide themes, celebrations, and investigations, students are supported in developing the attributes.

The world perspective and curricular requirements that guide the IB program at WIA are organized in the planning templates provided by the IB program, which are used by all teachers at WIA for collaborative unit and individual lesson planning. Units of Inquiry align instruction across the curriculum throughout the year, and assessment formats for all content areas. The curriculum at WIA is approached as separate disciplines integrated into a coherent whole.

### **International Baccalaureate Curriculum: Middle Years Programme**

The International Baccalaureate Middle Years Programme (MYP) at WIA is designed to create a seamless transition to a high school program that offers the final two years of the MYP. The MYP provides students with the skills and content knowledge needed to be successful at any rigorous high school. It also prepares students for success at two of the high schools many WIA eighth graders matriculate to (Maynard Jackson High School and North Atlanta High School). Both high schools are IB World Schools where WIA alumni will be able to complete the MYP.

The MYP is organized into eight areas: Language A (English), Language B (Chinese), Math, Science, Individuals and Societies, Arts, Physical Education, and Technology. Instruction in each of these eight areas may be specific to the area or part of an interdisciplinary approach, meeting the IB requirement of a minimum of 50 hours of curriculum time allocated annually to each.

The MYP organizes units and content into six Global Contexts designed to help students recognize the connection between what they learn in the classroom and the world around them, tie the various subject areas together, and help students see knowledge as an interrelated, coherent whole.

The Global Contexts are:

1. Scientific and Technical Innovations
2. Personal and Cultural Expression
3. Orientation in Space and Time
4. Identities and Relationships
5. Globalization and Sustainability
6. Fairness and Development.



## **Chinese Program**

Beginning in Kindergarten, every WIA student participates in Chinese instruction each day. WIA employs the largest Chinese department in any Atlanta area public school. Through our partnership with the Confucius Institute at Georgia State University and Kennesaw State University students receive instruction anchored in the latest research-based strategies to maximize knowledge acquisition.

Learning a second language has a variety of benefits, including improvement of communication skills, understanding different cultures in an increasingly global society, having access to bodies of knowledge not present in the first language, and the development of insight into the nature of language and culture. In order to compete for high-skill jobs and thrive in the interconnected 21st-century economy, the ability to be multilingual is increasingly important.

*China Trip:* Every year, WIA selects MYP students to represent our school on an annual summer trip to China. Selected students spend roughly one month studying and living with other students at Nanjing University. Our partnership with Nanjing University is a pivotal component of the WIA Chinese program.

## **Remedial Education Program (REP)**

The REP is intended to meet the needs of students that are below grade level in grades 6 – 8. Entrance and exit criteria are based on how the student performs on the Georgia Milestones Assessment and/or other standardized tests and classroom performance. WIA works with Atlanta Public Schools (APS) to ensure that the program meets all state guideline for REP and that all students who are eligible receive the services they need to meet and exceed standards.

## **Special Education Program**

In accordance with state and federal guidelines, WIA provides special education services to all qualifying students. Students with diagnosed exceptionalities receive services as outlined by their respective Individual Education Plans (IEPs). The special education team conducts re-evaluations, determinations of eligibility and individual education plans to make sure all students receive the accommodations and modifications they are entitled to under state and federal statutes. WIA ensures that students are placed in the least restrictive environment as determined by their IEPs. Settings include small group, interrelated, and resource. As an APS site, WIA complies with the APS special education policies, which can be found here: <http://atlanta.k12.ga.us/page/179>

For more information regarding Special Education, contact the lead special education teacher.

## **Gifted & Talented Program**

The Gifted and Talented Education (GATE) program provides resources and support to teachers in order to develop and nurture the gifts and talents of all of their students. Students who have been identified as gifted and/or talent development have exceptional needs that require specific attention. Therefore, gifted identified students receive varying services based upon their grade level.

MYP students who have been identified as gifted or talented are enrolled in advanced content course work in Language and Literature. However, if a student is not meeting the communicated academic expectations of the course, students can be removed from class.

Students are identified for gifted services once a year through an extensive assessment process. Each student can be assessed for gifted service assessment through parent, teacher, and/or automatic referral. In order for parents to stay abreast of education practices, gain tips, and stay updated on resources in the field of education, information meetings and/or workshops are held throughout the year.

For more information please consult the following websites:

<http://wiagate.weebly.com/>

<http://giftedatlanta.com/schools/atlanta/>

### **Grading and Grade Report Schedule**

Students will receive grades on a semester basis with the exception of connections classes, which are quarterly. Students will receive progress reports prior to the dissemination of report cards in the middle of each semester. Teachers are expected to enter at least two grades into Infinite Campus each week. Parents will be able to access grades via the parent portal feature in Infinite Campus.

### **Homework Policy**

**Definition:** Homework is any assignment or activity assigned by the classroom teacher to be completed independently or with parental supervision outside of the classroom. Homework may include practicing skills learned in class, reading, studying for an upcoming assessment, projects, or completion of classroom assignments such as IB projects and reflections, writing assignments, and preparing for presentations.

**Purpose:** Homework is comprised of either practice work reflecting previously taught skills and concepts or work designed to prepare students for forthcoming lessons. It is an opportunity to extend skills and concepts, support educational goals, as well as, to help the students develop good work and study habits. Teachers have the discretion to provide homework for practice or homework for grading based upon the concepts the students are learning within the classroom. Homework that is graded will only be assigned after appropriate instruction and practice has taken place. Teachers differentiate homework based upon the needs and abilities of the students and the pace of the class.

**Parameters:** MYP students receive homework on a nightly basis with the due date to be designated by the teacher. Homework will be collected for both completion grades and/or accuracy grades as established by the teacher. Parents will receive weekly communication via email from teachers regarding homework and concepts learned in class.

The amount of time it takes for the completion of assignments will vary from student to student. However, the following times below indicate what WIA deems to be the *approximate* amount of time suitable for children at each grade level in an IB school to spend on nightly homework.

**\*Sixth Grade-Eighth Grade** should receive between 100 and 120 minutes of total content areas homework per night and an additional 20 minutes of reading each night is encouraged.

\* The time allotment for each student may vary based upon individual academic needs, abilities,

and student pacing. If a child is struggling to complete assignments within the guidelines outlined above, parents should contact his/her teacher(s).

***Make-up Work:*** It is incredibly important for students to make-up work when they are absent. Students who miss school work because of an excused absence will be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within the period of time designated by the teacher. Students who miss school work because of unexcused absences may be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such make up work as necessary to ensure academic progress, not as a punitive measure. Students suspended from school shall be given assignments to complete. The teacher of any class from which a student is suspended may require the student to complete tests missed during the suspension. As a general rule, students will be given days that are equivalent to the number of days missed to make-up work.

\*If you anticipate your child being absent for an extended period of time but not more than five days, please contact your child's teachers directly. If your child will be out of school for more than five days, please contact your child's teacher and respective school counselor.

### ***Homework Grading:***

Student homework that is graded will be identified to students. Students who turn in late work will have the grade reduced each day it is late. Students will not be able to submit the work after 5 days unless they were absent from class and will subsequently receive a 0 for the assignment. Parents will be notified within 7 days if students do not turn in major assignments or projects. Major assignments can be completed during academic detention within 5 days.

### ***Teachers will:***

- Create meaningful assignments
- Be certain that every assignment is clearly understood
- Relate the assignments to class instruction
- Vary the types of assignments
- Use homework as a way to check for understanding of the previously taught skills and content.

### ***Teacher Guidelines for Returning Homework:***

- Review, discuss and return, if collected, homework in a timely manner (no longer than 2 weeks).
- Communicate and coordinate assignments so that students do not receive an overload of homework, whenever possible.
- Explain homework assignments to the students prior to the assignment. Teachers shall communicate homework assignments in at least one of the following ways: send a packet home, write assignment on the board, require students to record it, and/or make available through emails, initial student agendas at the end of each day websites, blogs or hotlines. The use of a variety of strategies is encouraged.
- Follow a student's Individualized Education Plan (accommodations, interventions, and modifications) or 504 Plan in regards to homework.
- Teach techniques that can help students allocate their time wisely, meet their deadlines, and develop good personal study habits.
- Identify the access that students will have to materials for projects and other homework assignments – taking into account affordability, resource materials from the library/media center, assistance and tutoring opportunities, and technology resources.

- Communicate with parents to inform them about homework expectations, policies, and procedures.
- Communicate the extent to which homework influences the student's overall grades.
- Communicate ways in which parents can best assist their children in doing homework independently.
- Communicate with parents at the earliest possible opportunity once the student has demonstrated consistent inability to complete homework.

***Student Guidelines:***

- Complete homework as assigned.
- Record homework when assigned in class in his/her WIA agenda.
- Seek clarification from teachers when unclear about homework.
- Use class time provided for completing classwork and/or starting homework.
- Seek assistance from teachers when demonstrating an inability to complete homework.
- Complete homework independently in a neat and legible manner.
- Always try your best.

***Homework Tips for Students:***

- Record homework in the same location of the WIA agenda each day.
- Ask clarifying questions to be sure the expectations on your assignments are clear.
- Know, record and monitor due dates.
- Have a quiet space with basic materials for homework completion.
- Make homework part of your daily after school routine.
- Place a note next to homework questions and ask the teacher the next day.

***Parent Guidelines:***

- Provide a quiet space and basic materials for homework completion.
- Teach techniques that can help children allocate their time wisely, meet their deadlines, and develop good personal study habits.
- Monitor time management and productivity but allow students to work independently. (Parents should review homework for completion).
- Initial student agenda each evening.
- Review school provided materials (for example: agendas, class handouts, and/or online resources).
- Communicate with teachers at the earliest possible opportunity once the child has demonstrated consistent inability to complete homework. If necessary, parents shall attempt to reach accommodation with their child's teachers regarding homework.
- Contact the grade level instructional coach/coordinator, Principal and then the Executive Director if a solution cannot be reached with a teacher regarding homework.

**Textbooks & Supplies**

The textbooks issued for student use becomes the responsibility of the student and/or parent/guardian, and must be returned at the end of the school year in the same conditions in which they were issued. Any damaged or lost books must be paid for before another book is issued for home use. Report cards will be withheld until all books have been returned and/or fees have been paid.

Students are expected to provide the basic supplies as listed by grade level on the *School Supply List* issued by WIA. Any additional supply needs must be requested in writing by the classroom teacher for approval by administration. Please help your child come prepared for school by packing his/her homework and supplies in the evening to avoid the last minute morning rush. Ultimately, it is the student's responsibility to check and make sure that s/he has packed everything needed for the next day.

**Behavior Management & Student Code of Conduct****Behavior Management Philosophy & Overview**

WIA strives to create a school culture that is guided by our vision, mission and the four pillars of the “Wesley Way.” This philosophy serves as the foundation of our school-wide approach to behavior and discipline, which is based on the principles of positive behavior support, restorative justice, character education, and global leadership. We expect students to act in accordance with the “Wesley Way” at all times and view each student as a unique and important member of our IB community.

As a school, we believe that:

- Teachers must create a warm, positive environment that emphasizes community and citizenship as well as academic rigor.
- Students must be taught consistent routines, policies and procedures in order to be successful.
- Student behavior is correlated to the actions of adults. We hold students accountable for their actions but do not believe that there are any “bad kids.”
- In order to change a student’s behavior, we must teach an alternative, desired behavior.
- Emphasizing positive behavior effectively diminishes poor behavior and is conducive to creating a culture of excellence in the classroom and at school.

***Positive Behavior Support Model:*** Positive behavior support refers to the process by which teachers correct student behavior by examining the student’s motivations for such behavior, and offering praise to those students who are exhibiting the desired behavior. Research has shown that when positive behavior supports are implemented in the classrooms, the rate of off-task behavior diminishes. As educators it is our responsibility to ensure that students learn not only academic content, but also character development including, integrity, responsibility and respect. Key components of PBS include: student praise, the explicit teaching of rules, and consistent follow through with regard to both rewards and consequences.

***Restorative Practice Model:*** Restorative Practice provides a model for addressing disciplinary infractions in a manner that is not simply punitive. By shifting the paradigm from punitive to restorative methods, restorative practice configures misbehavior as harm done to the community as opposed to the simple breaking of rules. The emphasis is on restoring relationships and a student’s tie to the greater community. Central to both restorative justice and the Wesley Way are values of compassion, responsibility, integrity and an ethical commitment to the betterment of the community. Key components of restorative practice include separating the action from the individual, creating alternative consequences that allow students to give back to the community and restoring relationships between those involved in an incident.

***Second Step SEL (Social-Emotional Learning) Program:*** Second Step is a program that helps students continue to develop their social-emotional skills in preparation for social and academic readiness. Through the program students are equipped with skills that help them make good choices and avoid pitfalls that may in turn hinder social success. Teachers and families are also given tools to help reinforce positive behavior, make connections to real life and bolster family engagement and support.

## **Rights & Responsibilities**

WIA supports the belief that all stakeholders must embrace the rights and expectations that are unique to them. WIA has adopted the following framework outlined by APS to help support our philosophy and approach to discipline and character development:

### *Students may expect:*

- To receive a free high-quality public education
- To be safe at school
- To be treated courteously, and respectfully
- To bring complaints or concerns to the school Assistant Principal, Principal, or staff for resolution
- To tell his/her side of the story before receiving a consequence
- To be told the reason(s) for any disciplinary action verbally and/or in writing
- To be given information about appealing disciplinary actions
- To express opinions, support causes, and discuss issues

### *Student Responsibilities:*

- To read and become familiar with the Student Code of Conduct
- To attend school daily, prepare for class, and complete class and homework assignments to the best of his/her ability
- To know and follow school rules and instructions given by WIA Assistant Principals, Principals, teachers, and other staff
- To tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the community
- To bring to school only those materials that are allowed
- To treat everyone in the WIA community with respect
- To respect school property, community property, and the property of others

### *Parents/Guardians May Expect:*

- To be actively involved in their child's education
- To be treated respectfully by WIA Assistant Principal, Principal, teachers, and other staff
- To access information about the policies and procedures outlined by WIA and APS
- To be notified promptly if their child is disciplined for inappropriate or disruptive behavior and informed of the consequences assigned
- To appeal disciplinary actions taken by the student disciplinary hearing officer
- To receive information about their child's academic and behavioral progress

### *Parent/Guardian Responsibilities:*

- To read and become familiar with the Student Code of Conduct
- To make sure their child attends school regularly, on time, and to notify WIA before the school day begins if their child is absent
- To give WIA accurate and current contact information and inform/update that contact information when and if it changes
- To tell school officials about any concerns or complaints respectfully and in a timely manner
- To work with WIA Assistant Principals, Principals, teachers, and other staff to address any academic or behavioral concerns regarding their child
- To talk with their child about the behavior expected in school
- To support their child's learning and school activities at home
- To be respectful and courteous to staff, other parents, guardians, and students
- To respect other students' privacy rights

## Expectations for Student Behavior

We expect students to follow the Wesley Way at all times both in the classroom and throughout our school buildings. The grid below details expectations for behavior in all common areas of our school buildings:

<b>The Wesley Way</b>	<b>We act with integrity.</b>	<b>We practice compassion.</b>	<b>We reflect on our actions.</b>	<b>We embrace the diversity of our global community.</b>
All day/Every day	<ul style="list-style-type: none"> <li>★ Use voice and volume that fits the setting</li> <li>★ Be courteous and polite</li> <li>★ Follow directions</li> <li>★ Dress in uniform</li> <li>★ Help others follow all school rules</li> <li>★ Be on time</li> </ul>	<ul style="list-style-type: none"> <li>★ Be kind to others</li> <li>★ Be honest and fair</li> <li>★ Think before you speak</li> <li>★ Include everyone so no one feels left out</li> <li>★ Use positive and appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>★ Am I acting kind?</li> <li>★ Am I taking responsibility for my work?</li> <li>★ Am I doing my best?</li> <li>★ Am I maintaining a positive attitude?</li> </ul>	<ul style="list-style-type: none"> <li>★ Seek out new ideas</li> <li>★ Value different opinions and customs</li> </ul>
Cafeteria	<ul style="list-style-type: none"> <li>★ Walk facing forward</li> <li>★ Sit at the table with feet on the floor</li> <li>★ Keep hands, feet and food to yourself</li> <li>★ Follow the traffic light</li> </ul>	<ul style="list-style-type: none"> <li>★ Be aware of the noise level</li> <li>★ Refrain from teasing or hurtful comments</li> </ul>	<ul style="list-style-type: none"> <li>★ Am I being loud?</li> <li>★ Am I including the people around me in my conversation?</li> <li>★ Am I being a good friend?</li> </ul>	<ul style="list-style-type: none"> <li>★ Try different types of food</li> <li>★ Support others' food choices</li> </ul>
Hallways	<ul style="list-style-type: none"> <li>★ Walk facing forward</li> <li>★ Keep hands, feet and objects to yourself</li> <li>★ Avoid and report hazards to staff (puddles, trash, spills)</li> <li>★ Make sure you have permission to be in the hallway</li> </ul>	<ul style="list-style-type: none"> <li>★ Be considerate of classes in session- REMAIN QUIET</li> <li>★ Be courteous, allow others space to pass</li> </ul>	<ul style="list-style-type: none"> <li>★ Am I quiet?</li> <li>★ Am I keeping my hands to myself?</li> <li>★ Am I walking directly to my destination?</li> </ul>	<ul style="list-style-type: none"> <li>★ Learn from your surroundings</li> <li>★ Make sure different perspectives are represented on bulletin boards</li> </ul>



Assemblies	<ul style="list-style-type: none"> <li>★ Enter and exit in an orderly fashion</li> <li>★ Go directly to your seat</li> <li>★ Keep hands and feet to self</li> <li>★ Respect personal space</li> </ul>	<ul style="list-style-type: none"> <li>★ Applaud or clap politely</li> <li>★ Face forward and listen to presentation</li> <li>★ Use appropriate language</li> <li>★ Support your fellow classmates when they receive awards</li> </ul>	<ul style="list-style-type: none"> <li>★ Am I sitting quietly?</li> <li>★ Am I clapping for <i>all</i> speakers and award recipients?</li> <li>★ Am I actively listening and participating?</li> </ul>	<ul style="list-style-type: none"> <li>★ Listen to varying viewpoints</li> <li>★ Consider alternative perspectives</li> </ul>
Recess	<ul style="list-style-type: none"> <li>★ Run only in appropriate areas</li> <li>★ Stay in assigned places</li> <li>★ Stay where an adult can see you</li> <li>★ Alert adults of all strangers or stray animals</li> </ul>	<ul style="list-style-type: none"> <li>★ Avoid throwing rocks and other dangerous objects</li> <li>★ Make sure everyone who wants to be, is included in games</li> <li>★ Encourage good sportsmanship</li> <li>★ Share and take turns</li> </ul>	<ul style="list-style-type: none"> <li>★ Am I including everyone who wants to play?</li> <li>★ Am I acting nicely?</li> <li>★ Am I considering everyone's feelings?</li> </ul>	<ul style="list-style-type: none"> <li>★ Try playing a new game</li> <li>★ Learn about your classmate's family history</li> </ul>
Media Center	<ul style="list-style-type: none"> <li>★ Enter and exit quietly and calmly</li> <li>★ Keep chair and table legs on floor</li> <li>★ Follow computer rules</li> <li>★ Follow library rules</li> </ul>	<ul style="list-style-type: none"> <li>★ Respect others' workspaces.</li> <li>★ Treat books, computers and property with respect</li> </ul>	<ul style="list-style-type: none"> <li>★ Am I putting books back where they belong?</li> <li>★ Am I talking quietly?</li> <li>★ Am I using the computer for its intended purposes?</li> <li>★ Am I listening to adults?</li> </ul>	<ul style="list-style-type: none"> <li>★ Engage multiple perspectives</li> <li>★ Read about something unfamiliar</li> </ul>

### **Behavior Management System (MYP)**

All teachers use *Class Dojo* to monitor and track student behavior. Teachers can also use *Class Dojo* to communicate with parents and keep them informed of student progress. Failure to attain a certain number of positive dojo points will negatively impact a student's opportunity to participate on field trips and extracurricular opportunities. When a student demonstrates exemplary behavior and citizenship, teachers will post his/her name to the map board.

Parents are informed of their child's progress on a regular basis unless there is an issue that requires immediate attention. Teachers re-direct student behavior and provide opportunities for reflection when indicated. When such teacher-led interventions are not effective, the student will be referred to the Assistant Principal.



## MYP Actions and Consequences

### Classroom Consequence Tree for off-task/disruptive behavior

1. Verbal Warning
2. Negative Dojo point
3. Time out in another room
4. Silent Lunch
5. No Recess
6. Phone Call Home
7. Counselor Referral (for suspected emotional concerns)
8. Detention
9. Discipline Referral
- 10.

<b>Student Action</b>	<b>Teacher/Administrative Consequence</b>
Play Fighting/Hitting	Silent Lunch
Fighting	Discipline Referral
Spitting	Detention
Sexually Inappropriate Behavior/Language	Counselor Referral
Alcohol/Drugs	Discipline Referral ⑦ Suspension/Tribunal
Skipping Class	Discipline Referral
Leaving the building during school hours	Discipline Referral
Food Fight	Discipline Referral
Inappropriate Language (Cursing, etc.)	No recess
Stealing	Discipline Referral
Disrespect	Counselor Referral (1 <sup>st</sup> time) Discipline Referral (if more than once or ongoing)
Bullying	Counselor Referral
Cell phone	Confiscation ⑦ Phone must be picked up by a parent

### **Consequences for Classroom Tardies/Semester (note not tardy to school)**

In addition to losing a dojo point, students will also receive the following consequences: Note- Consequences restart each quarter. Students who are entering the classroom late will have to sign a tardy sheet posted to each door.

1. Warning
2. Phone Call home
3. Silent Lunch
4. No Recess
5. Detention
6. Referral

#### Detentions in a Semester:

1. After the 3<sup>rd</sup> detention (upon receiving a 4<sup>th</sup>), students will receive a ½ day of ISS the following Thursday.
2. Students who receive a 5<sup>th</sup> detention will serve a full day of in-school suspension (ISS) the following Thursday.
3. If a student receives an additional detention, additional consequences will be implemented by administration.
- 4.

#### **MYP Academy-Level Consequences for Student-Athletes**

For MYP students who are also a member of a Wesley-sponsored athletic team, additional consequences will be applied for violations of the Wesley Way Code of Conduct. The following consequences apply to detentions accumulated for every sport offered and for each athletic season.

\*2 detentions=student may not play for a quarter

\*3 detentions=student must sit out for a half.

\*Student Athletes who receive ISS for 4+ detentions will also be suspended from the next game.

\*Athletes may also receive additional consequences for disciplinary violations at the discretion of the Principal and/or Assistant Principal.

#### **Code of Conduct**

Students are expected to comply with the Wesley Way at all times by adhering to the expectations outlined above in addition to the rules and regulations set forth by Atlanta Public Schools, Code of Conduct.

#### **Consequences for Violating the Wesley Way and Code of Conduct**

While every effort is made to redirect student misbehavior in the classroom and give consequences in line with the protocols of restorative justice, there are times when students who violate the Wesley Way lose the right to participate in school-sanctioned events. The Principals, Assistant Principals, Director of Student Services and Executive Director retain decision-making authority with regard to school consequences. Depending on the severity of the incident, a student may be given detention, suspended, or referred to tribunal, which may result in expulsion. When applicable, we adhere to the policies and procedures set forth by APS regarding consequences. Consequences may vary based on student history as well as the nature and facts of the incident. We take all of this into consideration when holding students accountable for their actions and gather evidence and respond to incidents in a timely manner. To view the APS's Student Code of Conduct more detail, please visit, [https://www.atlantapublicschools.us/cms/lib/GA01000924/Centricity/Domain/94/web%20final%202016\\_APS%20Student%20HANDBOOK.pdf](https://www.atlantapublicschools.us/cms/lib/GA01000924/Centricity/Domain/94/web%20final%202016_APS%20Student%20HANDBOOK.pdf). Hard copies can also be obtained in the front office for your records.

#### **Bullying and Harassment Policy**

WIA subscribes to Atlanta Public School's policies and verbiage regarding bullying and harassment, which are detailed below. Bullying and other forms of intimidation will not be tolerated in any form and are strictly prohibited by the Atlanta Board of Education Policy (JDCDAG) and Georgia law (O.C.G.A. 20-2-715.1).

All reports of bullying are taken seriously. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. The Bullying Reporting Form is available in WIA's main office and the counseling office. Counselors and administrators can provide assistance to students in filling out the bullying reporting form.

***Prohibited behaviors must occur on the property of the public school, at an event within the jurisdiction of a public school or at a school-sponsored event. Reported incidents of bullying, harassment, intimidation or retaliation that have occurred outside the jurisdiction of the school and have not disrupted the WIA environment shall be reported to the students' parents/guardians. Disciplinary action may also be necessary if off-campus behavior results in a disruption to the WIA school environment.***

**Bullying:** No student shall bully another student or students. Bullying can occur on school property or through school technology resources, but can also occur through the use of electronic communication, whether or not that communication originated on school property or with school technology resources, if the electronic communication:

- a. is directed specifically at students or school personnel,
- b. is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of WIA, AND
- c. creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose.

Electronic communication includes but is not limited to any transfer of signs, signals, writings, 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.

**Bullying behavior is defined as:**

- Willful attempt or threat to inflict injury on another person when accompanied by an apparent present ability to do so or;
- Intentionally exhibiting a display of force such as would give the victim reason to fear or expect immediate bodily harm, or;
- Any intentional written, verbal or physical act, which a reasonable person would perceive as being intended to threaten, harass or intimidate that:
  - Causes substantial physical harm or bodily harm capable of being perceived by a person other than the victim and may include, but is not limited to, substantially blackened eyes, substantially swollen lips or other facial or body parts, or substantial bruises to body parts.
  - Has the effect of substantially interfering with the victim student's education;
  - Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or
  - Has the effect of substantially disrupting the orderly operation of WIA.

Examples of bullying and harassment include, but are not limited, to:

- Unwanted teasing
- Physical violence and/or attacks
- Sexual, religious, or racial harassment
- Destruction of school/personal property
- Rumors or spreading of falsehoods
- Social exclusion, including incitement and/or coercion
- Cyberbullying or the willful, hostile and repeated harassment and intimidation of a person

through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (e.g. Facebook, etc.) chat rooms, texts, and instant messaging

- Sending abusive or threatening text messages or instant messages
- Threats, taunts and intimidation by words and/or gestures
- Extortion
- Public humiliation
- Theft of money and/or personal possessions
- Stalking
- Cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim.
- The use of cameras or camera phones to take embarrassing photographs of students or school employees and posting them online.
- Using websites to circulate gossip and rumors to other students

\*After 3 reports of bullying, a tribunal will be held.

## **Acknowledgements**

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In preparing this handbook, WIA benefited from the following schools whose handbooks served as invaluable resources: APS Student Code of Conduct, Uncommon Schools, Drew Charter School and the KIPP Metro Atlanta Academies.

**Parent/Guardian Acknowledgement\***

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I acknowledge that I have received a copy of the Wesley International Academy (WIA) Family/Student Handbook for the 2018-2019 school year. I understand that it contains important information on policies and procedures and serves as a general reference guide for students and families. I understand that it is my responsibility to familiarize myself with the information and that I agree with the policies and rules of the school. I further understand and acknowledge that WIA may change, add or delete any policies or provisions in this handbook as it sees fit in its sole judgment and discretion. I acknowledge and understand that this Family/Student Handbook supersedes and replaces any and all prior handbooks or materials previously distributed.

I also understand that parental involvement and cooperation is vital in the discipline process. By signing below, I acknowledge my understanding and commitment to ensure that my child understands and complies with the handbook.

Student Name \_\_\_\_\_ Teacher \_\_\_\_\_

Parent's Printed Name \_\_\_\_\_ Date \_\_\_\_\_

Parent's Signature \_\_\_\_\_

*\*Please detach this page and return it to your child's teacher within one day of receipt of this information.*

# Cover Sheet

## For Approval: Faculty Handbook

**Section:** VIII. Governance  
**Item:** F. For Approval: Faculty Handbook  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 18-19 Staff Handbook.pdf

# Wesley International Academy

## Personnel Handbook



**211 Memorial Drive  
Atlanta, GA 30312  
678.904.9137 (Office)  
678.904.9138 (Fax)  
[www.wesleyacademy.or](http://www.wesleyacademy.or)**

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Welcome to Wesley! For more than a decade, Wesley students have been pursuing their education, growing as global citizens, and building lifelong friendships in our hallways and classrooms. I am excited as a new year begins and students once again lean into the opportunities to reinforce their academic foundations while also stretching to new heights. Wesley is an International Baccalaureate school, and this framework guides our vision to foster young global citizens who are academically competitive by international standards of excellence. In addition, we provide daily Mandarin instruction, giving our students the opportunity to learn and understand another language and culture.

We are a unique school, and we are supported by a top-notch network of students, parents, staff, and community members committed to the education and nurture of our student body. Together we are working hard to make Wesley the best school it can be. Every day is a chance to experiment, to learn, to try again, and to achieve. In this Handbook, you will find more information about our school and policies. Dive in and learn more about the ins-and-outs of our school. If you have any questions, please don't hesitate to reach out to myself or our PYP and MYP Principals. I'm glad you're here!

Jason Marshall  
Executive Director

## The Foundation of Wesley International Academy

### Wesley's Vision:

Wesley International Academy develops students who are global citizens and are academically competitive by international standards of excellence.

### Wesley's Mission:

Wesley International Academy develops in students the discipline of learning and a life-long desire for knowledge through a world class International Baccalaureate education.

### Core beliefs of the Wesley International Academy Board of Education

- Our core business is teaching and learning.
- All children should reach their learning potential.
- The school's effect is important and has a profound impact on every child's life.
- A quality instructional program requires a rigorous curriculum, effective teaching, and ongoing assessment.
- All children should be taught in a safe and secure learning environment.

# Strategic Directions

 <p><b>Direction #1:</b> WIA will recruit, grow, and retain a highly satisfied, high performing staff.</p> <ul style="list-style-type: none"> <li>• Priority 1: Develop recruiting, vetting, and onboarding practices to secure hire the highest-capacity staff.</li> <li>• Priority 2: Provide individualized professional goals and support at all levels of the organization.</li> <li>• Priority 3: Use staff feedback to inform strategies that promote satisfaction and retention.</li> <li>• Priority 4: Develop a leadership development process for staff and succession plan for leadership roles.</li> </ul> <p><i>Success will look like:</i></p> <ul style="list-style-type: none"> <li>• High rates of staff retention and satisfaction</li> <li>• Demonstrable growth in capacity for all staff members</li> </ul>	 <p><b>Direction #2:</b> WIA will out-perform similar schools in the state.</p> <ul style="list-style-type: none"> <li>• Priority 1: Improve assessment performance in core content areas by whole school, grade level, content area, and subgroups.</li> <li>• Priority 2: Increase student opportunities, participation, and performance in Chinese, Music, Physical Education, Technology, and Art.</li> <li>• Priority 3: Use data to drive decision-making by leadership and individual staff members around planning, instruction, and professional development.</li> </ul> <p><i>Success will look like:</i></p> <ul style="list-style-type: none"> <li>• Beating the Odds designations</li> <li>• Assessment performance that is higher than the state</li> <li>• Increased participation in high quality arts and athletics opportunities</li> </ul>	 <p><b>Direction #3:</b> WIA will define and implement a clear, consistent IB culture for all students and staff.</p> <ul style="list-style-type: none"> <li>• Priority 1: Collect and use data on culture and behavior to drive professional development and decision-making.</li> <li>• Priority 2: Develop and implement a tiered, K-8 approach to IB culture and discipline that empowers all students to succeed.</li> <li>• Priority 3: Provide intensive support that empowers all teachers to implement model IB classroom cultures.</li> </ul> <p><i>Success will look like:</i></p> <ul style="list-style-type: none"> <li>• Reduced disruption and disciplinary infractions</li> <li>• Increased self-governance and success for all students</li> <li>• Increased staff capacity to facilitate IB classroom culture</li> </ul>	 <p><b>Direction #4:</b> WIA will increase its financial and partnership resources.</p> <ul style="list-style-type: none"> <li>• Priority 1: Create an annual development plan that projects ambitious annual fundraising growth.</li> <li>• Priority 2: Raise capital to address long-term facility needs.</li> <li>• Priority 3: Increase the resources (funding, partnerships, grants, and opportunities) for students to build IB leadership experiences and skills.</li> </ul> <p><i>Success will look like:</i></p> <ul style="list-style-type: none"> <li>• Increased revenue</li> <li>• More high-quality partnerships and opportunities for students, staff, and families</li> <li>• Facility resources that will accommodate the school program</li> </ul>
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**We, the Board of Education, believe that pursuing these attributes will move us closer to our vision of being a of world-class IB school.**

## Message from the Board of Education

Dear Wesley Faculty & Staff,

It is with great excitement that I begin my tenure as Chair of the Board of Directors of Wesley International Academy during this 2018-19 school year, just as we embark on a new five-year charter term. Having worked hand in hand with the school leaders to complete our recent charter renewal application process, I am confident that, together, we will achieve all that is now laid out before us.

This school year also marks a shift in the features of our school as we move away from single-gender classrooms to a co-educational setting. This shift will allow for greater flexibility in our teaching models and we anticipate it will contribute to enhanced academic performance as well as an improved school climate. Of course we maintain the world-class International Baccalaureate framework that we have so successfully implemented in both the primary and middle years programmes throughout the life of our school. Our rigorous Mandarin Chinese instruction is also a mainstay of our daily instruction and we delight in seeing more and more students excel in their mastery of this beautiful language.

Our board is committed to seeing Wesley students developed to be global citizens who are academically competitive by international standards of excellence. We are confident that in partnership with the entire Wesley community – families, students, teachers, faculty, and our community neighbors – we will see our students thriving as they develop both a discipline of learning and a life-long desire for knowledge.

As we begin anew this charter term, we welcome you to join us on the journey by serving on one of our four board committees and attending our regular monthly meetings. We look forward to a charter term marked by excellence, growth, and achievement.

Sincerely,

Mazie Lynn Causey, Chair  
Wesley International Academy  
Board of Directors

## **Communication with Employees and the Community**

Employee's achievements and best practices in the classroom are recognized through internal communication vehicles. In addition, employee achievements at the state and national level may be publicized through press releases prepared by the Committee of Communication & Media Relations for distribution to all metro-area media. Any employee may submit information for recognition by sending it to the Committee of Communication & Media Relations.

The Teacher Advisory Council (TAC) at Wesley may make recommendations to the Executive Director and the Board. Any employee may give input on policy and budget by attending the School Board's committee meetings and/or the monthly meetings held the third Tuesday of every month.

Parents and citizens have direct channels to provide input to their School Board representatives through attendance at monthly Board meetings and at Board meetings held throughout the year. Wesley International shares information through the parent newsletter, through e-newsletters; and via the school's website.

### **Strategic Priority for Communication**

The school will promote open, honest, reliable, two-way communication that builds trust and confidence within the school community. We will share accurate, timely, and relevant information with stakeholders through appropriate communication vehicles. We will be committed to public engagement so that students, parents, staff, and community members will be well informed and able to provide meaningful input regarding district issues. The school will overcome communication challenges such as those associated with growth, language differences, and access to technology. Communication will promote and reinforce the school's reputation, conveying a clear and compelling story of our instructional and operational successes. Effective communication will be everyone's responsibility.

## **Employee Development**

Individuals employed by The Board of Education of Wesley International Academy are selected by a systematic personnel screening process, designed to identify highly qualified candidates. This same commitment to quality is reflected as the school plans for the enhancement of the skills and competencies of the employees. Professional growth opportunities are coordinated by the principal and/or Assistant principal of the school.

### ***Staff development***

Wesley International Academy provides professional growth opportunities, products, and services that are designed to advance the school's vision, mission, and goals; to enhance employee performance; and to develop employee capacity to lead in a world-class school. We are committed to the development and support of professional learning that is research-based, data-driven, student-focused, continuous, and sustainable over time.

Our commitment and belief that learning is a life-long journey is evident in our **Board Policy, which requires employees to earn 20 staff development hours annually**. These hours must be aligned with the vision, mission and goals of the Board of Education and/or area of certification. It is the responsibility of the teacher to seek out professional development opportunities. Please confer with your administrator for available opportunities, as all professional development should have the approval of administration.

### ***Leadership Development***

The Leadership Development Department of APS, local area Charter schools, or Wesley International Academy Board of Education will provide training and development for Wesley leadership staff.

### ***Performance Appraisal***

Wesley International Academy is committed to performance assessment that encourages continuous quality improvement for all employees. All personnel shall have their performance evaluated annually as required by Georgia Code §20-2-210. Certified educators are assessed under the TKES program which assesses based on a 4 point rubric as well as the growth and achievement of students. Please see the following rubric for more information or visit the GA Department of Education for more information (<http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-Keys-Effectiveness-System.aspx>)



Georgia Department of Education • TAPS Performance Standards and Rubrics

<b>Performance Standard 1: Professional Knowledge</b> The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.			
<b>Level IV</b> <i>In addition to meeting the requirements for Level III</i>	<b>Level III</b> <i>Level III is the expected level of performance.</i>	<b>Level II</b>	<b>Level I</b>
The teacher continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.
<b>Performance Standard 2: Instructional Planning</b> The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.			
<b>Level IV</b> <i>In addition to meeting the requirements for Level III</i>	<b>Level III</b> <i>Level III is the expected level of performance.</i>	<b>Level II</b>	<b>Level I</b>
The teacher continually seeks and uses multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	The teacher inconsistently uses state and local school district curricula and standards, or inconsistently uses effective strategies, resources, or data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using state and local school district curricula and standards, or without using effective strategies, resources, or data to meet the needs of all students.
<b>Performance Standard 3: Instructional Strategies</b> The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.			
<b>Level IV</b> <i>In addition to meeting the requirements for Level III</i>	<b>Level III</b> <i>Level III is the expected level of performance.</i>	<b>Level II</b>	<b>Level I</b>
The teacher continually facilitates students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills.	The teacher inconsistently uses research-based instructional strategies. The strategies used are sometimes not appropriate for the content area or for engaging students in active learning or for the acquisition of key skills.	The teacher does not use research-based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning or acquisition of key skills.
<b>Performance Standard 4: Differentiated Instruction</b> The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.			
<b>Level IV</b> <i>In addition to meeting the requirements for Level III</i>	<b>Level III</b> <i>Level III is the expected level of performance.</i>	<b>Level II</b>	<b>Level I</b>
The teacher continually facilitates each student's opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	The teacher inconsistently challenges students by providing appropriate content or by developing skills which address individual learning differences.	The teacher does not challenge students by providing appropriate content or by developing skills which address individual learning differences.
<b>Performance Standard 5: Assessment Strategies</b> The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.			
<b>Level IV</b> <i>In addition to meeting the requirements for Level III</i>	<b>Level III</b> <i>Level III is the expected level of performance.</i>	<b>Level II</b>	<b>Level I</b>
The teacher continually demonstrates expertise and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and guides students to monitor and reflect on their own academic progress. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher systematically and consistently chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	The teacher inconsistently chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are sometimes not appropriate for the content or student population.	The teacher chooses an inadequate variety of diagnostic, formative, and summative assessment strategies or the instruments are not appropriate for the content or student population.



Georgia Department of Education · TAPS Performance Standards and Rubrics

<b>Performance Standard 6: Assessment Uses</b> <i>The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.</i>			
<b>Level IV</b> <i>In addition to meeting the requirements for Level III</i>	<b>Level III</b> <i>Level III is the expected level of performance.</i>	<b>Level II</b>	<b>Level I</b>
The teacher continually demonstrates expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher systematically and consistently gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	The teacher inconsistently gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.	The teacher does not gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.
<b>Performance Standard 7: Positive Learning Environment</b> <i>The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</i>			
<b>Level IV</b> <i>In addition to meeting the requirements for Level III</i>	<b>Level III</b> <i>Level III is the expected level of performance.</i>	<b>Level II</b>	<b>Level I</b>
The teacher continually engages students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher inconsistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.
<b>Performance Standard 8: Academically Challenging Environment</b> <i>The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</i>			
<b>Level IV</b> <i>In addition to meeting the requirements for Level III</i>	<b>Level III</b> <i>Level III is the expected level of performance.</i>	<b>Level II</b>	<b>Level I</b>
The teacher continually creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	The teacher inconsistently provides a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners.	The teacher does not provide a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners.
<b>Performance Standard 9: Professionalism</b> <i>The teacher exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the profession.</i>			
<b>Level IV</b> <i>In addition to meeting the requirements for Level III</i>	<b>Level III</b> <i>Level III is the expected level of performance.</i>	<b>Level II</b>	<b>Level I</b>
The teacher continually engages in a high level of professional growth and application of skills and contributes to the development of others and the well-being of the school and community. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	The teacher inconsistently supports the school’s mission or seldom participates in professional growth opportunities.	The teacher shows a disregard toward professional ethics or the school’s mission or rarely takes advantage of professional growth opportunities.
<b>Performance Standard 10: Communication</b> <i>The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</i>			
<b>Level IV</b> <i>In addition to meeting the requirements for Level III</i>	<b>Level III</b> <i>Level III is the expected level of performance.</i>	<b>Level II</b>	<b>Level I</b>
The teacher continually uses communication techniques in a variety of situations to proactively inform, network, and collaborate with stakeholders to enhance student learning. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	The teacher inconsistently communicates with students, parents or guardians, district and school personnel, or other stakeholders or communicates in ways that only partially enhance student learning.	The teacher inadequately communicates with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.

*The contents of this form were developed under a grant from the U. S. Department of Education. However, those contents do not necessarily represent the policy of the U. S. Department of Education, and you should not assume endorsement by the Federal Government.*



***Certification***

It is the responsibility of all certified employees to maintain valid in-field Georgia certification. It is also the expectation that any uncertified teacher will obtain a valid Georgia certification. Certification forms and information are available at the Georgia Professional Standards Commission (GPSC) website, <http://www.gapsc.com/>.

All paraprofessionals must hold a Paraprofessional Certificate issued by the Georgia PSC. Certification requirements may be found at the Georgia PSC website, <http://www.gapsc.com/>.

***Employee Recognition***

Wesley employees frequently receive recognition for awards and achievements of various national, state, and local accomplishments. Professional associations regularly recognize teachers for their excellence. Additionally, our school chooses a “Teacher of the Year” from a pool of nominated teachers during the fall/winter.

School system newsletters, prepared by the Communication and Media Relations Committee, highlight employee honors. In addition, Wesley shares employee and school accomplishments with local news media.

## **Compensation**

To attract and retain the most qualified teachers and support personnel, Wesley International Academy maintains competitive salaries by conducting regular individual job and market analysis of Metro Atlanta school districts, as well as Metro Atlanta employers.

### ***Payday / Direct Deposit***

Most employees are paid biweekly or monthly with earning statements issued online. Employees may sign up for direct deposit through the payroll office.

### ***Penalty for Failure to Provide Certification***

The employment contracts issued to certified staff are contingent upon the employee securing and continuing to hold a valid in-field certificate issued by the Georgia Professional Standards Commission, and shall be considered void if this condition is not satisfied. Salary adjustments will be made to conform to the certificate level approved by the Georgia Professional Standards Commission. If the employee is unable to be certified properly, the daily rate of pay may be adjusted to that of a substitute employee retroactive to the beginning of employment under the contract.

### ***Penalty for Failure to Meet Contractual Obligation***

If fewer than twenty days of service are rendered under contract, the daily rate may be equal to the substitute teacher rate.

### ***Paid Holidays***

New Year's Day  
Martin Luther King Jr. Day  
Spring Holidays  
Memorial Day  
Independence Day  
Labor Day  
Thanksgiving Holidays  
Winter Holidays (see calendar)

\*Fall Break (see calendar)

\*Winter Break (see calendar)

**\* To be determined on a yearly basis**

## **Benefits**

Benefits are a large part of the total compensation package for employees. In order to meet the ever-changing needs of our employees, we are continuously reviewing and updating these benefits and their features. The following is an overview of the benefits provided by Wesley International Board of Education.

Open Enrollment (OE) is the period each year when employees may enroll or change options or coverage, subject to the conditions described in the plan. The OE period, unless otherwise announced, occurs mid-October through mid-November of each calendar year. Coverage changes or enrollments become effective the following January 1.

It is the responsibility of the employee to notify the Benefits Administrator of any changes in the number of dependents and/or the names of beneficiaries.

### ***Insurance Plans***

Insurance benefits become effective on the first day of the month following the completion of one full calendar month of employment. Temporary employees (regular substitutes and miscellaneous employees) or employees who work less than 20 hours per week are not eligible for benefits.

### ***Health Insurance***

Benefit Information on all plans is available from the Benefits Administration Office.

### ***Dental Insurance***

Late entrant restrictions may apply to employees who decline enrollment at the time of hire and enroll through a subsequent Open Enrollment, or for those employees who dropped dental coverage and re-elected coverage at a later Open Enrollment.

### ***Vision Insurance***

A complete description of services provided by the plan is available at the Benefits Administration Office.

### ***Life Insurance***

Benefit eligible employees are automatically covered by a \$15,000 group term Life and Accidental Death and Dismemberment policy provided by the Board at no cost to the employee, and underwritten by Metropolitan Life Insurance Company (MetLife). Additionally, an employee may purchase Supplemental Life insurance up to six times his/her annual salary, up to \$500,000. Employees may also purchase a \$5,000, \$10,000, or \$15,000 dependent life insurance policy.

### ***Disability Insurance***

Voluntary Short-Term Disability coverage is available on a payroll deduction basis.

### ***Critical Illness/Cancer Plus***

Benefit eligible employees may enroll in the Critical Illness/Cancer Plus insurance plan, which supplements health care and disability plans by helping with costs associated with a critical illness. Benefits are paid directly to the employee in a lump sum when diagnosis of a covered illness is confirmed. The specific covered illnesses include heart attack, stroke, major organ transplant, end-stage renal failure, and internal cancer. Coverage amounts are in \$5,000 increments, ranging from \$5,000 to \$50,000, and rates are age-banded.

### ***Flexible Spending Accounts (FSA)***

Wesley employees may deduct up to \$5,000 in pre-tax dollars per plan year to pay for eligible non-reimbursed health care expenses and qualifying dependent care expenses. Special care must be taken in predicting out-of-pocket expenses for either the health care or dependent care plans as any unused portion of both FSA will be forfeited at the end of the plan year. The entire election for the health care FSA is available on the first day of the plan year as services are provided. Dependent Care expenses are reimbursed up to the accumulated payroll deductions, as services are provided. Detailed information on both FSA plans, and lists of eligible expenses, can be found at Benefits Administration Office.

### ***Other Benefits***

For information and contact numbers for these plans and services, access the Benefits Administration Office.

### ***Teachers Retirement System of Georgia (TRS)***

Teachers, administrators, supervisors, clerical employees, paraprofessionals are eligible members of TRS. Benefits become available after 30 years of service, regardless of age, at 25 years of service with early retirement penalties, or at age 60, after ten years of service. Employees who have 9 1/2 years of service earn disability retirement benefits if permanently disabled, as well as survivor's benefits that are paid to a

beneficiary. Effective July 1, 2011, employees contribute 5.53% of their eligible earnings and the school system contributes 10.28%. Additional information about TRS is available at <http://www.trsga.com>.

***Public School Employees Retirement System of Georgia (PSERS)***

Bus drivers, food service employees, some non-supervisory maintenance and custodial personnel, and other employees not eligible for membership in TRS are eligible for membership in the Public School Employees Retirement System. Retirement benefits are available for members who are 60 years of age with at least ten years of creditable service. Members contribute \$4.00 per month for nine months each year, and the state makes the employer's contribution. Further information is available at <http://www.ers.ga.gov>.

***Medicare***

All employees hired after April 1, 1986, are required to pay Medicare contributions, which provide the medical benefits within the Social Security Administration.

***Liability Insurance***

The Board of Education provides professional liability insurance for its employees, which may provide for legal expenses and damages that may arise from suits brought against employees for incidents that occur while they are carrying out assigned duties of the district.

***Workers' Compensation***

Employees may be entitled to Workers' Compensation benefits if injured on the job. The injury must arise out of and in the course of employment. The injured employee must provide notice of the injury immediately, but no later than 30 days after the accident, to the employer, the employer's representative, or the employee's immediate supervisor. Failure to do so may result in the loss of benefits. The injured employee may select a medical care provider from the list posted by the Board of Education. Only those providers listed are authorized to provide medical care for a work-related injury. The Panel of Physicians is posted in conspicuous places in all locations maintained by the Board of Education and may be obtained through the Risk Management Manager.

Generally, employees are not eligible for Workers' Compensation benefits for injuries sustained: going to or coming from work; during deviations from the scope of employment (e.g., employee making a delivery drives to a place unconnected to the employment); as a consequence of imported danger (e.g., employee's own attire or a personal weapon causes injury to self); an employee engaging in a prohibited act; an employee engaging in horseplay; during recreational or social activities; and during times in which the employee is not subject to the employer's control (e.g., not on the premises, not during the regularly scheduled work day). Questions may be addressed to an immediate supervisor.

## ***Policies and Procedures***

Wesley International Academy recognizes the importance of meeting employee needs and utilizing employee abilities. For effective district operations, it is necessary that sound personnel policies are known and understood by all employees. These policies ensure consistency and fairness for all employees.

Policy modifications and clarifications are subject to change. These changes are communicated to employees through memos, administrative bulletins, meetings, electronic retrieval, and publications. Policies summarized in this book are meant to provide employees with only a general overview of Board policy related to personnel.

This handbook, the salary schedule, and references to the number of days to be worked should not be considered an employment contract. Since it is the responsibility of each employee to understand WIA Board policies and administrative procedures, if clarification of information contained in policies and procedures is needed, an immediate supervisor should be contacted for assistance.

A listing of each section of Board policies may be accessed on the **WIA website** at <http://www.wesleyacademy.org>

### ***Equal Opportunity Employment (Policy)***

It is the policy of the Board not to discriminate based on gender, age, race, color, disability, religion, or national origin in any educational program or other program, activity, or service or admissions to facilities operated by the Board or in the employment practices of the Board. It is the express policy of the Board to comply with all appropriate laws and regulations relating to discrimination now in effect or hereafter enacted including Title VI, Title VII, Title IX, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, the Americans with Disabilities Act, and all accompanying regulations.

### ***Employee Background Checks (Policy)***

All personnel must be fingerprinted and successfully complete a criminal background check. Teachers, principals, and other certified personnel will also have a criminal background check made upon any certificate renewal application to the Professional Standards Commission. Non-certified personnel shall also have criminal background checks on a periodic basis, not to exceed every five years, using procedures and schedules to be determined by the Board of Education or his/her designee.

### ***Contracts***

Contracts for certified employees and other Board-approved personnel are issued for no more than one school year. For new, certified employees, a temporary contract for up to 20 days is issued pending the results from the criminal background check. An employee who holds a contract for less than one full year will not necessarily be offered a full contract for the ensuing year.

### ***Reduction in Force***

A reduction in force may occur for the following reasons: inadequate funds; loss of funding that includes the reduction or expiration of grant generated funds; insufficient student enrollment to merit continuation of a program or service; decline in average daily attendance; decline in need for services rendered by a position classification; return of contractual personnel from extended leave; discontinuation of a program by action of the Board; change in class sizes; closure of change in purpose of a school or program; reorganization; legislative mandates; judicial decrees; other exigencies. The determination of employees to be demoted or terminated is based upon approved procedures established by the Board administration.

**Employees who do not have a written contract are classified as “at-will.” Either the employee or WIA may terminate the employment of “at-will” employees at any time with or without cause.**

***Identification and Security Badges***

All full-time employees of WIA will have picture identification badges. The badge allows the employee to be admitted to all WIA activities and to receive certain specified merchant discounts. When an employee terminates, his/her direct supervisor should inform the Benefits and Leave Administration Office to ensure any security access is canceled upon termination. Badges for terminated employees should be returned to the Benefits and Leave Administration Clerk.

***Conflicts of Interest (Policy)***

Employees should be aware of situations and activities that may be construed as a conflict of interest.

***Endorsements***

WIA employees carry the responsibility of being a representative of the school. Employees should be aware that decisions and actions that could be interpreted as written or oral endorsements of a product or service should be considered in light of whether the action may be interpreted as a conflict of interest.

No employee of the Wesley International Academy shall give a written or oral endorsement to any company or representative for promotional purposes for any periodical, book, or product that may be offered for sale to schools, parents, or pupils in his/her charge. Actions that could be construed as a conflict of interest or a violation of the Code of Ethics for Educators may jeopardize the staff member’s employment relationship with WIA.

***Non-School Employment***

WIA employees are reminded that their job assignments within the school are their first obligation and if outside employment is taking time or energy from this position or affecting their performance, they will be asked to choose one or the other.

Each principal/supervisor has direct responsibility for evaluating the effects of outside employment on personnel assigned. Employees seeking employment in any private business or outside activity during the term of their contract shall first receive permission from their respective principal/supervisor before entering into such supplementary employment.

***Tutoring***

Teachers may **NOT** offer private instruction on a fee basis to any student who is presently enrolled in their classes. It is the expectation that teachers will be available for extra help for students at least one day per week.

It is preferred that a tutor be a person who is not on the staff of the school in which a student is enrolled. Tutoring must be done in such a way as not to interfere with the orderly routine of the teacher's regular day and school responsibilities.

***Dual Pay***

Employees shall be prohibited from receiving dual pay for services rendered during the regular working hours. The employee must forfeit the regular pay or the pay from another agency, organization, or individual. Employees may receive payment for services rendered while on non-medical leave or for services performed other than during the regular working day.

***Political Involvement***

The Board recognizes that employees have the same civic responsibilities and privileges as any other citizen including the privilege of campaigning for and holding public office and actively supporting

candidates and causes in the political arena. The Board also recognizes that the school is entrusted by the citizens of the city, county, and the state of Georgia with a vitally important public mission and that an employee's political activities **must not interfere or conflict with an employee's job** or with the best interest of the school.

An employee who participates actively in a political activity cannot be promoted, demoted, transferred, or terminated solely because of his/her political participation as long as such actions follow the guidelines stated in this policy.

However, no school employee may actively campaign for **ANY** candidate on school grounds as it is prohibited.

### ***Personnel Attire (Policy)***

The expectation of the Board is that all staff members dress in a **professional** manner. Dress should be appropriate for the position.

The minimum standards of professional appearance for employees shall be as follows: During the work day and any time employees attend work-related activities, they shall exhibit a professional appearance. Examples of clothing fostering a professional appearance include: collared shirts; dress slacks; khakis; dress coordinates, suits, dresses, ties and sports coats. Exceptions include those positions that have specified separate dress expectations, such as physical education teachers who must wear athletic-wear daily.

#### **Unacceptable Clothing Items:**

- Rain boots/Ugg boots (for the entire workday)
- Flip flops
- Off-colored jeans (must be denim, gray or black)
- Spaghetti strapped clothing items
- Halter tops/tank tops
- Leggings (as a singular and/or primary outfit component)
- Jumpsuits
- Shorts
- Clothing that is too short or too tight

#### ***Special Assignments***

Some job assignments, such as working with students who have disabilities and who lack the ability to care for themselves, require interactions with students that warrant dress different than that which is appropriate for a normal work assignment. Employees who have questions regarding acceptable dress resulting from their job assignment should consult the Executive Director.

#### ***Enforcement***

The Executive Director is responsible for enforcing the standards of professional appearance based on his/her evaluation of the impact an individual's appearance has upon the school climate, educational process, or the school's image in the community. The Executive Director, or his designee, shall make the final determination as to the appropriateness of staff dress. NOTE:

The Executive Director and Principals reserve the right to send a staff member home to change their attire when the professional dress code is violated.

For staff members who violate the general expectations for attire, the following represents the process of progressive management and corrective action.

Step 1: Verbal warning

Step 2: Written warning

Step 3: Administrative write-up

Step 4: Suspension without pay (1 to 3 days)

Step 5: Termination

*Employees who have specific questions about a garment's acceptability should consult the Executive Director.*

### ***Spirit Days***

Throughout the year, WIA has "Casual Fridays" and/or "Spirit Days." Clothing considered acceptable for these designated days includes the following: jeans; non-collared shirts with the school logo or school colors; high school or college spirit wear; athletic shoes; other items deemed appropriate by the local school administration. Clothing considered acceptable for "Spirit Day" include those items which are appropriate for "Casual Friday" if that dress supports the theme of the specific spirit day as deemed appropriate by the local school administration.

### ***Personnel Time Schedule (Policy)***

All full-time employees of the Board of Education work a minimum 40 hours per week. The principal or program manager sets a schedule within this policy for the time of arrival and departure of all employees assigned to his/her operation.

In order for an organization to achieve its desired goals, **good attendance and punctuality are necessary.** Therefore, regular and prompt attendance is expected and required of all employees. If it is necessary to be absent or late to work, employees are responsible for contacting their supervisor at least one day in advance, if possible.

In case of emergency or other circumstances when it is impossible to give advance notice, employees are responsible for contacting their supervisor or designee before time to report to work.

### ***Leave***

Wesley recognizes that our employees will encounter personal situations that may require employees to take time away from their job. Our leave options are designed to not only be flexible and consistent with employee needs but also to comply with state and federal laws.

#### ***Sick Leave***

Sick leave for full-time employees is earned at the rate of **4 hours per month** times the number of months worked (example: 5 days for certified staff/10 month). Sick leave may be accumulated up to a maximum of 1200 hours (150 days). An employee must be at work or on paid leave at least 13 days within a month to earn sick leave for that month. Employees working less than 40 hours per week earn a prorated share



of sick leave. Temporary employees (substitutes and miscellaneous employees) or employees who work less than 20 hours per week are not eligible to accrue leave.

With the supervisor's approval, an employee may use sick leave for absences due to the following reasons:

- Illness (including childbirth) or injury;
- Adoption;
- Exposure to contagious diseases which might endanger others; or
- Illness, injury, or death in employee's immediate family (spouse, children, parents, siblings, grandparents, in-law equivalents of the aforementioned and any relative residing in the employee's home). This provision also covers *in loco parentis* relationships.

Employees absent for unapproved reasons or absent after sick leave has been exhausted, will have their pay reduced based on **Board Policy**.

**Accrued sick leave balances** at the time of retirement from school may be purchased from employees according to current **Board policy** with the following stipulations:

- Employee must have been employed full time for a minimum of nine months;
- Employee must request payment for unused leave within one year or forfeit all monies due; and
- Employees of WIA may not transfer sick leave from another Georgia school system per Board policy

#### **Sick Leave Bank**

The Sick Leave Bank (SLB) was established to provide additional sick leave to SLB members who have catastrophic personal illness, non-elective surgery, elective surgery with complications, or injury with debilitating consequences beyond their control, and who have exhausted their sick leave, vacation, and compensatory leave. **The SLB is available to eligible employees who earn sick leave.** Only those enrolled in the SLB for at least 90 days may apply to withdraw time from the bank. Applications for withdrawal of days shall be sent to Benefits and Leave Manager for approval.

#### **Personal Leave**

Up to **three days** of accumulated sick leave may be used each year for personal reasons. Supervisory approval is required prior to the date of the planned absence. The employee is not required to disclose the specific purpose for the leave. Personal leave may not be taken on protected days, including state mandated testing dates. Teachers may not take personal leave on the day before or after a student holiday. Specific dates when personal leave is not permitted are published each year in the administrative bulletin. Personal leave may not be carried over from year to year; therefore, unused personal leave will be carried over as accumulated sick leave.

#### **Personal Disability Leave**

Except in emergency cases, a completed Leave Request Form, accompanied by a physician's statement, must be submitted to the Benefits and Leave Administration Office at least 30 days before the anticipated date of disability. Childbirth is classified as a disability.

If an employee wishes to discontinue work before the anticipated date of disability, the employee must notify, if possible, the Benefits and Leave Administrator, in writing, 30 days before the leave is to begin. The employee will not be eligible for sick leave or short-term disability benefits.

If an employee has been absent 10 consecutive working days and has not notified the Benefits and Leave Administration Manager by completing a Leave Request Form, along with a written attending physician's statement or FMLA form certifying the disability and anticipated return to work date, his/her position is subject to being declared vacant and may result in employment termination.

***Extended Leave of Absence***

Employees who have completed at least three full years of service with Wesley are eligible for an extended leave of absence. No extended leaves of absence may exceed more than one calendar year unless approved by the Principal. Extended leaves may be granted for educational leave, health, and child-care, military, and political leave. Employees are entitled to return to active employment, contingent upon a vacancy in the field in which they were employed at the time leave was granted.

***Military Duty Leave***

Employees will be paid for a maximum period of 18 working days, per Federal fiscal year, for ordered military duty as defined in Georgia Code §38-2-279, and while going to and returning from such duty.

***Religious Leave***

Leave for religious holidays may not exceed three days per fiscal year. The employee should make up the leave at a time mutually agreed upon by the employee and the supervisor.

***Professional Leave for Certified Personnel***

An employee may request leave to attend specific professional activities or to receive in-service training. Leave requests must be approved by the supervisor and submitted to the Principal or his designee for approval at least two weeks prior to the requested absence. Approval of the request does not commit the system to payment of any expenses.

***Returning From Leave***

An employee who is returning to work after leave must notify Human Resources in writing by March 15 of his/her intention to return for the following school year. The employee will be placed in a job comparable to the one held before the leave was taken, if a position is available. Employees, who have been on an extended leave without pay and did not participate in the annual benefits Open Enrollment process, will be contacted by Leave Administration about the process for making benefit election changes.

When returning from disability leave, the employee must submit to the supervisor a release to work statement from the physician stating that the employee is able to perform the essential functions of the job.

***Jury Duty, Subpoena, and Other Court Order***

All school employees shall be allowed a leave of absence without loss of pay when they attend a judicial proceeding in response to a subpoena, summons for jury duty, and other court orders that require their attendance. **Employees with jury duty shall not have the jury leave deducted from sick or personal leave, and no employee using jury duty leave shall be required to pay the cost of employing a substitute.** Employees may also retain juror compensation.

***Family and Medical Leave Act***

Wesley International is in full compliance with the Family and Medical Leave Act (FMLA) of 1993. The FMLA may grant qualified employees **60 working days of unpaid leave every twelve months**, which may be used for the following purposes:

- Birth of a child;
- Adoption of a child or the placement of a foster child;
- Care for a sick spouse, child, or parent;
- Employee's own serious health condition; or
- Military service.

To be eligible for FMLA, an employee must have been employed by the school for at least 12 months and must have worked at least 1,250 hours during the prior twelve-month period.

The School requires that any leave request based on a family member's health condition, the employee's own health condition, or military caregiver status, be supported by the appropriate FMLA form. Additionally, an approved health care provider's release to return to work will be required for all employees who were on leave due to their own health condition.

The employee must provide at least 30 days notice of the employee's intention to take leave when possible. The employee should make a reasonable effort to schedule the treatment in a manner that will not overly disrupt the operations of the district. With limited exceptions, any eligible employee who takes leave under FMLA is entitled to be restored to his/her job or an equivalent position.

Detailed information concerning FMLA is available through Board Policies and Procedures, and the Benefits and Leave Administration Office.

### ***Staff Meetings (Policy)***

Regular staff meetings are a necessary part of the school operations. Each school shall have a schedule for staff meetings on a regular basis. The principal shall call special staff meetings for professional learning, accreditation, and/or workshops as deemed necessary. All staff members are required as part of their teaching/employment responsibilities to attend any or all such meetings as designated by the principal.

### ***Health and Safety***

The Board recognizes the responsibility for ensuring the safety of all employees. Therefore, it is the **policy of the Board** to take all practical steps to develop and implement a safety program for all employees, which will provide and maintain safe and healthful working conditions, adequate protection equipment and develop operating procedures and practices that comply with federal, state, and local legislation pertaining to accident prevention.

#### **To help ensure safe working conditions, an employee is responsible for:**

1. Knowing the potential hazards of the job.
2. Learning and following the safety practices required by management of the school.
3. Using health and safety devices required by the job
4. Correcting and/or reporting safety hazards immediately.
5. Immediately reporting any accident or injury to supervisor.
6. Obeying "No Smoking" regulations. All students are prohibited from tobacco use on campus or at school activities, functions, or events. While fulfilling their duties as school employees, staff members shall not use tobacco in the presence of students or on school property.
7. Operating machinery or equipment only if qualified to do so.
8. Maintaining good housekeeping practices including keeping all fire exits clear and firefighting equipment accessible.

### ***Drug Free Workplace (Procedure Policy)***

The Board provides a drug-free workplace and professes that the use of illicit drugs and the unlawful possession and use of tobacco and alcohol are wrong and harmful. The unlawful possession, use, manufacture, distribution, or dispensation of illicit drugs, tobacco, and alcohol by employees on school premises, in school vehicles, or at any school-sponsored activities is prohibited. Compliance with these standards is mandatory. Disciplinary sanctions up to and including termination of employment and referral for prosecution will be imposed on employees who violate these prohibitions.

Employees are prohibited from using or displaying drug, alcohol, and tobacco products in front of students while the employee is on duty, during the normal school day, or while on duty at any school-sponsored function.

### ***Use of Illicit Drugs***

For criminal drug statute convictions of employees for violations occurring in the workplace, the following steps must be followed:

1. Employees must notify WIA, in writing, of any criminal drug statute conviction for a violation occurring in the workplace (in a WIA facility, vehicles, and at school-sponsored activities) no later than five calendar days after such conviction.
2. WIA will notify all appropriate federal agencies in writing within ten calendar days after receiving notice from an employee or otherwise receiving actual notice of such conviction.

WIA will take one of the following actions, within 30 calendar days of receiving notice with respect to any employee who is so convicted:

1. Take appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; and/or
2. Require such employee to participate satisfactorily in drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.

An on-going drug-free awareness program is provided to inform employees about:

- . the dangers of drug abuse;
- . **WIA Drug-Free Workplace Policy** and the Drug-Free Schools and Communities Act for Students and Employees;
- . the penalties that may be imposed upon employees for drug abuse violations occurring in the workplace; and
- . drug and alcohol counseling, rehabilitation, and re-entry programs.

### ***Smoking***

No employee, student, nor school visitor is permitted to use any tobacco product while in any building, facility, or vehicle owned or leased by WIA. This includes all school grounds and property, as well as athletic fields and parking lots. Tobacco use is prohibited at all school-sponsored events 24 hours a day, seven days a week.

### ***Drug and Alcohol Testing Procedure (Policy)***

In recognition of its responsibilities to take reasonable measures to ensure that the students it undertakes to transport are transported safely; and in further recognition that safe transportation depends on the driver/employee's physical dexterity, reflex action, unimpaired judgment, and unimpaired senses of sight and hearing; and in recognition of the fact that certain drug and/or alcohol use can impair an employee's ability to transport students safely; the Board of Education hereby implements a controlled substance and alcohol testing program for all employees engaged in safety-sensitive functions.

As part of the Board's continuing effort to provide an environment for students and employees that promotes health and safety, the Board will not tolerate the use, possession, or sale of any controlled substances, alcohol, or misuse of any legally prescribed or obtained medications by employees engaged in safety-sensitive functions. The Board will provide training, education, and other assistance to employees to help them understand their responsibilities in achieving an environment free of alcohol and controlled substances.

**Information concerning Drug and Alcohol Testing is outlined in our Procedure Policy.** Noncompliance with this policy or violation of the regulations may result in severe disciplinary action including suspension or dismissal.

## ***Complaint Procedures (Policy GA Association of Educators)***

### ***Purpose***

The purpose of this policy is to provide a way for the Board and its employees to reach solutions to problems, disputes, or controversies that may occur and to provide a mechanism for employees or applicants to complain about unlawful discrimination or harassment. It is the intent of this policy to provide in a clear and concise way for the solution of complaints at the lowest possible administrative level, as fairly, and as expeditiously as possible.

This policy may also be used specifically, as a procedure, by employees, who allege discrimination or harassment based on age, gender, race, color, religion, national origin, or disability. In the case of alleged discrimination based on age, gender, race, color, religion, national origin, or disability, employees may complain directly to the supervisor/HR manager, who will make a prompt investigation. Any supervisor/HR personnel who becomes aware of such a complaint should notify the Human Resources Committee of the Board of Education no later than on the business day immediately following his/her knowledge of the complaint.

Please refer to the Board of Education's Complaint Procedure **Complaint forms** may be obtained from a supervisor/HR manager.

### ***Scope of Complaint: Exclusions***

This complaint and grievance procedure is applicable to any claim by any employee of WIA who is affected in his/her employment relationship by an alleged violation, misinterpretation, or misapplication of statutes, policies, rules, regulations, or written agreements of this school district or with which the school is required to comply.

### **Exclusions - Unless the complaint is based on unlawful discrimination, this procedure shall not apply to:**

1. Performance ratings contained in personnel evaluation and professional development plans;
2. Job performance;
3. Termination, non-renewal, demotion, suspension, or reprimand of any employee; and/or
4. The revocation, suspension, or denial of certificates of any employee.

An employee, who chooses to appeal under Code §20-2-1160, shall be barred from pursuing the same complaint under this policy.

### ***Procedure: Initiating a Complaint and Requesting a Hearing***

In order to resolve matters in a fair, equitable, and expeditious manner, the Board of Education has developed a procedure outlined in **The Policy Handbook**. This policy is designed to identify all parties involved, provide timelines, and assist in organizing complaint information.

## ***Sexual Harassment Policy (Policy)***

The Board is committed to providing a workplace free from distractions caused by sexual harassment; all forms of discrimination based on race, color, religion, gender, age, national origin, or handicap; or inappropriate or offensive conduct. It is the Board's expectation that all personnel conduct themselves in a highly professional manner and respect coworkers, students, parents, and customers. In this regard, the Board prohibits sexual harassment, all forms of discrimination, and other unprofessional conduct.

It shall be the responsibility of the Board of Education or his/her designee to ensure that a procedure consistent with this policy and applicable law is implemented.

Sexual harassment includes repeated unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature which:

1. Is made a term or condition of an individual's employment;
2. Is used as the basis for employment decisions such as promotions or benefits; and/or
3. Substantially interferes with an individual's work performance or creates an intimidating, hostile, or offensive working environment.

**Examples of sexual harassment and unprofessional conduct include:**

1. Making sexually oriented remarks such as jokes, inquiries, or innuendo;
2. Making inappropriate sex-based comments, gestures, or insults and sex-based stereotyping;
3. Making inappropriate comments or compliments about physical appearance or attire;
4. Making inappropriate sexual terms of endearment or demanding forms of address;
5. Offering employment or other benefits in exchange for sexual favors;
6. Making or threatening reprisals after a negative response to sexual advances;
7. Asking a coworker repeatedly to spend time with you after being turned down;
8. Displaying offensive sexual material in the workplace;
9. Touching, pinching, grabbing, patting, kissing, or hugging unnecessarily or inappropriately;
10. Having inappropriate discussion of personal sexual activities; and/or
11. Sending inappropriate sexually explicit photos, poems, stories, jokes by electronic media or courier or any other internal means of communication.

***Filing a Complaint of Sexual Harassment (Procedure Policy)***

A person should report complaints of sexual harassment to his/her supervisor or any manager. If, for any reason, the person prefers not to share the complaint with the supervisor, or any manager, he/she may file a complaint or consult with the Human Resources Committee of the Board of Education.

***Personnel Records (Policy)***

It is the responsibility of employees to inform the Human Resources Manager of any change in home address and/or phone number so that the employee file may be updated accordingly.

Information contained in an employee's personnel file is kept strictly confidential except as may be required by law, requested by the employee, or requested by authorized school officials on a need-to-know basis. Otherwise, requests for information not specifically approved by the employee will be referred to the Human Resources Manager. There are specific document types that are protected from public disclosure, as stated in the Georgia Open Records Act. These documents include medical records, home address information, Social Security numbers, insurance information, and confidential evaluations.

WIA will release, with written approval, from the employee, information about the employee's current salary, dates of employment, job title, and work location.

An employee may review his/her personnel records by making an appointment with the appropriate Human Resources Manager at the school, as required. Confidential reference documents are not available for review.

Any employee records maintained by supervisory personnel shall also be kept confidential, with access limited only to authorized school officials on a need-to-know basis. The immediate supervisor of an active employee may retain the individual performance and evaluations records.

***Use of Electronic Resources (Policy)***

The Board recognizes that electronic media, including the web/internet, provides access to a wide variety of instructional resources in an effort to enhance educational opportunities. Use of electronic resources must be in support of, and consistent with the vision, mission, and goals established by the Board of Education and for the purpose of IB instructional support or administrative functions.

## **The Code of Ethics for Educators**

**Effective January 1, 2018**

### **505- 6 -.01 THE CODE OF ETHICS FOR EDUCATORS**

#### **(1) Introduction.**

The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Georgia Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.

#### **(2) Definitions**

- (a) "Breach of contract" occurs when an educator fails to honor a signed contract for employment with a school/school system by resigning in a manner that does not meet the guidelines established by the Georgia Professional Standards Commission.
- (b) "Certificate" refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.
- (c) "Child endangerment" occurs when an educator disregards a substantial and/or unjustifiable risk of bodily harm to the student.
- (d) "Educator" is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, "educator" also refers to paraprofessionals, aides, and substitute teachers.
- (e) "Student" is any individual enrolled in the state's public or private schools from preschool through grade 12 or any individual under the age of 18. For the purposes of the Code of Ethics for Educators, the enrollment period for a graduating student ends on August 31 of the year of graduation.
- (f) "Complaint" is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A "complaint" will be deemed a request to investigate.
- (g) "Revocation" is the invalidation of any certificate held by the educator.
- (h) "Denial" is the refusal to grant initial certification to an applicant for a certificate.
- (i) "Suspension" is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.
- (j) "Reprimand" admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.
- (k) "Warning" warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.
- (l) "Monitoring" is the quarterly appraisal of the educator's conduct by the Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.
- (m) "No Probable Cause" is a determination by the Professional Standards Commission that, after a preliminary investigation, either no further action need be taken or no cause exists to recommend disciplinary action.

#### **(3) Standards**

##### **(a) Standard 1: Legal Compliance**



An educator shall abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude; of any other criminal offense involving the manufacture, distribution, trafficking, sale, or possession of a controlled substance or marijuana as provided for in Chapter 13 of Title 16; or of any other sexual offense as provided for in Code Section 16-6-1 through 16-6-17, 16-6-20, 16-6-22.2, or 16-12-100; or any other laws applicable to the profession. As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

**(b) Standard 2: Conduct with Students**

An educator shall always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:

1. committing any act of child abuse, including physical and verbal abuse;
2. committing any act of cruelty to children or any act of child endangerment;
3. committing any sexual act with a student or soliciting such from a student;
4. engaging in or permitting harassment of or misconduct toward a student that would violate a state or federal law;
5. soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student;
6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student; or
7. failing to prevent the use of alcohol or illegal or unauthorized drugs by students under the educator's supervision (including but not limited to at the educator's residence or any other private setting).

**(c) Standard 3: Alcohol or Drugs**

An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:

1. being on school or Local Unit of Administration (LUA)/school district premises or at a school or a LUA/school district-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
2. being on school or LUA/school district premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e. Foreign Language trips, etc).

**(d) Standard 4: Honesty**

An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to, falsifying, misrepresenting, or omitting:

1. professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;
2. information submitted to federal, state, local school districts and other governmental agencies;
3. information regarding the evaluation of students and/or personnel;
4. reasons for absences or leaves;
5. information submitted in the course of an official inquiry/investigation; and
6. information submitted in the course of professional practice.



**(e) Standard 5: Public Funds and Property**

An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

1. misusing public or school-related funds;
2. failing to account for funds collected from students or parents;
3. submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);
4. co-mingling public or school-related funds with personal funds or checking accounts; and
5. using school or school district property without the approval of the local board of education/governing board or authorized designee.

**(f) Standard 6: Remunerative Conduct**

An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

1. soliciting students or parents of students, or school or LUA/school district personnel, to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board or authorized designee;
2. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
3. tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and
4. coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.

**(g) Standard 7: Confidential Information**

An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:

1. sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;
2. sharing of confidential information restricted by state or federal law;
3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and
4. violation of other confidentiality agreements required by state or local policy.

**(h) Standard 8: Required Reports**

An educator shall file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:

1. failure to report all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission;
2. failure to make a required report of a violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner; and
3. failure to make a required report of any violation of state or federal law soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.

**(i) Standard 9: Professional Conduct**

An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the education profession. Unethical conduct includes but is not limited to a resignation that would equate to a breach of contract; any conduct that impairs and/or diminishes the certificate holder's ability to function professionally in his or her employment position; or behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.

**(j) Standard 10: Testing -**

An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:

1. committing any act that breaches Test Security; and
2. compromising the integrity of the assessment.

**(4) Reporting**

(a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. Complaints filed with the Georgia Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, or other LUA/school district employee, etc.).

(b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

**(5) Disciplinary Action**

(a) The Georgia Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder.

Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate:

1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-11 -10 (GaPSC Rule 505-6-.01);
  2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-11 -10 (GaPSC Rule 505-6-.01);
  3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6-28.1 and §19-11-9.3);
  4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. 20-3-295);
  5. suspension or revocation of any professional license or certificate
  6. violation of any other laws and rules applicable to the profession (O.C.G.A. §16-13-111); and
  7. any other good and sufficient cause that renders an educator unfit for employment as an educator.
- (b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or, in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the educator designated by the superintendent/Local Board of Education shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification. Should the superintendent's certificate be revoked, suspended, or denied, the Board of Education shall be responsible for assuring that the superintendent whose certificate has been revoked, suspended, or denied is not employed or serving in any capacity in their district.

Authority O.C.G.A. § 20-2-200; 20-2-981 through 20-2-984.5