

Wesley International Academy

Student and Family Handbook



211 Memorial Drive
Atlanta, GA 30312
678.904.9137 (Office)
678.904.9138 (Fax)
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

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

Suzanne Burnes

suzanne.burnes@wesleyacademy.org

Katie Delp

katie.delp@wesleyacademy.org

Jan Hansen

jan.hansen@wesleyacademy.org

Chip Hill

Treasurer

chip.hill@wesleyacademy.org

Darryl Holloman

darryl.holloman@wesleyacademy.org

Nicole Jones

nicole.jones@wesleyacademy.org

Thomas Ryan-Lawrence

Secretary

thomas.ryan-lawrence@wesleyacademy.org

Tom Tidwell

tom.tidwell@wesleyacademy.org

Site-Based Leadership

Mr. Jason Marshall
Executive Director
jason.marshall@wesleyacademy.org

Ms. Anita Lawrence
PYP Principal
anita.lawrence@wesleyacademy.org

Ms. Donica Johnson
PYP Assistant Principal
donica.johnson@wesleyacademy.org

Dr. Donald Mason
MYP Principal
donald.mason@wesleyacademy.org

Dr. Alastair Pullen
MYP Assistant Principal
alastair.pullen@wesleyacademy.org

Ms. Lisa Price
Director of Finance and Operations
lisa.price@wesleyacademy.org

Ms. Dana Roberts
Director of School Services
dana.roberts@wesleyacademy.org

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:

- 3rd tardy: Verbal Warning
- 5th tardy: Written Letter
- 10th tardy: Parent must attend a mandatory meeting with the Principal or her designee before the student is allowed back to school.
- 12th 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.

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.)

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
- 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.

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

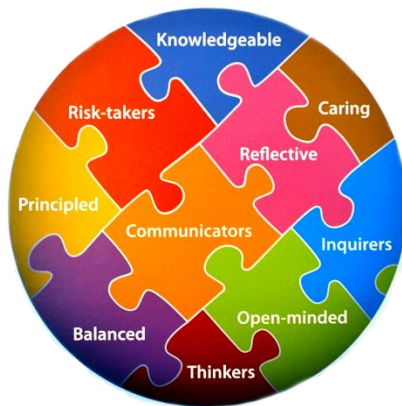
Academic Overview

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 5th 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)

Task	Weights
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

Report Card Schedule	
Quarter 1	October
Quarter 2	January
Quarter 3	March
Quarter 4	June

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:

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

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

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. 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

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*

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.*