

Atlanta Neighborhood Charter School
Family Handbook
2014-2015 School Year



A member of the Coalition of Essential Schools

Elementary Campus

688 Grant Street
Atlanta, GA 30315
(404) 624-6226

Middle Campus

820 Essie Avenue
Atlanta, GA 30316
(678) 904-0051

Table of Contents

2013-14 ANCS Year Overview	2
ANCS “Who to Go To When”	3
Section I: About the School.....	Error! Bookmark not defined.
History of ANCS.....	4
The Coalition of Essential Schools.....	5
Mission & Vision.....	7
The ANCS Charter.....	8
The Governing Board of Directors	9
Section II: Teaching & Learning.....	10
Academics at ANCS	11
What We Teach and How We Teach.....	11
Grades K-5.....	11
Grades 6-8	13
Library Media Center.....	15
Technology.....	15
Assessment	15
Reporting of Student Progress	16
Grading	17
Academic Assistance.....	17
Student Support Team (SST).....	17
Special Education	17
Counseling and Psychological Support.....	18
Extracurricular and Enrichment Activities.....	18
Section III: Parent & Family Involvement	19
Parent-Teacher-Community Association (PTCA).....	20
Family Contract.....	20
Communication	20
Section IV: Policies and Procedures.....	22
Attendance, Arrival/Dismissal, and Transportation.....	23
Afternoon Dismissal	Error! Bookmark not defined.
Behavior and the ANCS Guiding Principles.....	24
CODE OF CONDUCT	25
PROGRESSIVE DISCIPLINE	Error! Bookmark not defined.
Computer and Internet Use.....	30
Dress Code.....	30
Electronic Devices (including cell phones)	31
Enrollment Policy and Procedures	32
Financial Obligations	34
Field Trips.....	35
Fundraising.....	35
Health and Safety.....	35
Inclement Weather	43
Meals and Snacks.....	43
Student Promotion.....	43
Student Records	44

Atlanta Neighborhood Charter School | 2014-2015 CALENDAR

<div style="background-color: #333; color: white; padding: 2px; text-align: center; font-weight: bold;">JULY 2014</div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td style="background-color: red;">4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td style="background-color: yellow;">21</td><td style="background-color: yellow;">22</td><td style="background-color: green;">23</td><td style="background-color: green;">24</td><td style="background-color: green;">25</td><td>26</td></tr> <tr><td>27</td><td style="background-color: green;">28</td><td style="background-color: green;">29</td><td style="background-color: green;">30</td><td style="background-color: green;">31</td><td></td><td></td></tr> </tbody> </table> <p style="font-size: small; margin-top: 5px;"> 4 Independence Day 21-22 New Employee Orientation 23-24 Faculty/Staff Retreat & Learning Institute 25-31 Faculty Pre-Planning </p>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			<div style="background-color: #333; color: white; padding: 2px; text-align: center; font-weight: bold;">JANUARY 2015</div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td style="background-color: red;">1</td><td style="background-color: red;">2</td><td>3</td></tr> <tr><td>4</td><td style="background-color: green;">5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td style="background-color: red;">19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </tbody> </table> <p style="font-size: small; margin-top: 5px;"> 1-2 Winter Break 5 Faculty/Staff Work Day 6 Classes resume 19 M.L. King, Jr. Day </p>	S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31														
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ANCS “Who to Go To When”

In most cases, the primary point of contact for families with the school should begin with the student’s classroom teacher (for grades K-5) or the student’s advisor (for grades 6-8). However, if there are questions or issues that cannot be addressed by the student’s classroom teacher or advisor, please refer to the chart below for a list of who to contact regarding various issues. All faculty and staff contact information can be found on the school’s website at www.atlncs.org.

<i>See this person...</i>	<i>...if you need information about...</i>
Matt Underwood – Executive Director munderwood@atlncs.org 404-624-6226	The ANCS charter; Governing Board of Directors; fundraising and development; ANCS-APS questions or issues
Lara Zelski – Elementary Campus Principal lzelski@atlncs.org 404-624-6226	Grades K-5 issues or questions not addressed or resolved elsewhere
Cathey Goodgame – Middle Campus Principal cgoodgame@atlncs.org 678-904-0051	Grades 6-8 issues or questions not addressed or resolved elsewhere
Ashley States – K-8 Special Education Coordinator astates@atlncs.org 404-624-6226	Special education questions or issues
Kari Lovell – Director of Business and Operations klovell@atlncs.org 404-624-6226	School finances; facilities and grounds questions; meal program
Kelly Dennis (grades K-5) and Maria Larson (grades 6-8) – Student Information Specialists kdennis@atlncs.org 404-624-6226 or mlarson@atlncs.org 678-904-0051	Student records; enrollment
Leslie Jo Tottenham (grades K-5) and Kristin Lee (grades 6-8) – School Counselors ltottenham@atlncs.org 404-624-6226 or klee@atlncs.org 678-904-0051	Student social-emotional wellness questions or concerns; high school transition
Cheryll Booth (grades K-5) and Mike Boardman (grades 6-8) – Technology Specialists cbooth@atlncs.org 404-624-6226 or mboardman@atlncs.org 678-904-0051	School technology questions
Jill Hanson (grades K-5) and Terri Linahan (grades 6-8) – Library Media Specialists jhanson@atlncs.org 404-624-6226 or tlinahan@atlncs.org 678-904-0051	Library media questions
Leigh Hicks (grades K-5) and Santina Cambor (grades 6-8) – Nurse/Office Assistant lhicks@atlncs.org 404-624-6226 or scambor@atlncs.org 678-904-0051	Daily student attendance; student medication

History of ANCS

The Atlanta Neighborhood Charter School (ANCS) is a K-8 charter school with two campuses formed by the merger in 2011 of two successful charter schools that have been operating in the Grant Park/Ormewood Park neighborhood during the past decade. Neighborhood Charter School (NCS) opened in 2002 serving kindergarten through fifth grade students. Atlanta Charter Middle School (ACMS) opened in 2005 serving sixth through eighth grade students. Both schools stood as centers of community education excellence in southeast Atlanta, gaining recognition from the Georgia Department of Education and the Governor's Office of Student Achievement for outstanding student performance on state assessments. The merger of these two schools established a framework for sharing resources between the former ACMS and NCS, while jointly pursuing a common goal of continuing to provide an innovative small school alternative choice within the Atlanta Public Schools that actively involves families from the diverse neighborhoods of southeast Atlanta.

ANCS is a member of the Coalition of Essential Schools (CES), a national network of schools focused on creating schools that are intellectually challenging, personalized, and democratic. CES schools are brought together by a shared commitment to 10 Common Principles that guide teaching, learning, and decision-making at each school. Numerous studies have shown that students in CES schools demonstrate a high level of progress academically and personally.

ANCS is racially and economically diverse, serving a student population that is representative of the city of Atlanta. Families from around the community were actively involved in planning for the merger of the precursor schools and have been involved in the governance of the school from the start.

ANCS is open by lottery admissions to students in kindergarten through eighth grade zoned for the Atlanta Public Schools. For more about the history of NCS and ACMS and their merger, please visit our website at www.atlncs.org.

The Coalition of Essential Schools

ANCS is a member of the Coalition of Essential Schools (CES), a national network of schools focused on creating schools that are intellectually challenging, personalized, and democratic. CES is not a charter management company nor does it have a “model” that its schools follow. CES schools are simply united by a shared commitment to 10 Common Principles (see next page) that guide teaching, learning, and decision-making at each school. Numerous studies have shown that students in CES schools demonstrate a high level of progress academically and personally. Currently, ANCS is the only public CES affiliate school in the entire state of Georgia, a testament to the school’s innovative nature.

ANCS’s academic and organizational innovations—including performance-based portfolio assessment, interdisciplinary teaching, comprehensive sustainability initiatives, an advisory program regular community, and extensive support for teachers’ professional development—reflect the CES Common Principles, and these innovations benefit students academically and socially during the critical years that begin in kindergarten and extend through middle school.

About the Coalition of Essential Schools (www.essentialschools.org)

For over 25 years, CES has been at the forefront of creating and sustaining personalized, equitable, and intellectually challenging schools. Essential Schools are places of powerful student learning where all students have the chance to reach their fullest potential.

The CES Network includes hundreds of schools and more than two dozen Affiliate Centers. Diverse in size, population, and programmatic emphasis, Essential Schools serve students from pre-kindergarten through high school in urban, suburban, and rural communities, and they are characterized by personalization, democracy and equity, and intellectual vitality and excellence.

CES practice is exemplified by small, personalized learning communities where teachers and students know each other well in a climate of trust, decency and high expectations for all. Modeling democratic practices with a strong commitment to equity, Essential Schools work to create academic success for every student by sharing decision-making with all those affected by the schools and deliberately and explicitly confronting all forms of inequity. And, Essential Schools focus on helping all students use their minds well through standards-aligned interdisciplinary studies, community-based "real-world" learning and performance-based assessment.

CES sees school reform as an inescapably local phenomenon, the outcome of groups of people working together, building a shared vision, and drawing on the community's strengths, history and values. Yet while no two Essential Schools are alike, all Essential Schools share a commitment to the CES Common Principles, a set of beliefs about the purpose and practice of schooling. As they develop their own programs, the Common Principles guide schools to examine their priorities and design structures and instructional practices that support these principles.

The Coalition of Essential Schools Ten Common Principles

1. The school should focus on helping young people learn to use their minds well. Schools should not be comprehensive if such a claim is made at the expense of the school's central intellectual purpose.

2. The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that the students need, rather than by "subjects" as conventionally defined. The aphorism "less is more" should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort to merely cover content.

3. The school's goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practice should be tailor-made to meet the needs of every group or class of students.

4. Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students in the high school and middle school and no more than 20 in the elementary school. To capitalize on this personalization, decisions about the details of the course of study, the use of students' and teachers' time and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the principal and staff.

5. The governing practical metaphor of the school should be student-as-worker, rather than the more familiar metaphor of teacher-as-deliverer-of-instructional-services. Accordingly, a prominent pedagogy will be coaching, to provoke students to learn how to learn and thus to teach themselves.

6. Teaching and learning should be documented and assessed with tools based on student performance of real tasks. Students not yet at appropriate levels of competence should be provided intensive support and resources to assist them quickly to meet those standards.

Multiple forms of evidence, ranging from ongoing observation of the learner to completion of specific projects, should be used to better understand the learner's strengths and needs, and to plan for further assistance. Students should have opportunities to exhibit their expertise before family and community. The diploma should be awarded upon a successful final demonstration of mastery for graduation - an "Exhibition." As the diploma is awarded when earned, the school's program proceeds with no strict age grading and with no system of credits earned" by "time spent" in class. The emphasis is on the students' demonstration that they can do important things.

7. The tone of the school should explicitly and self-consciously stress values of unanxious expectation ("I won't threaten you but I expect much of you"), of trust (until abused) and of decency (the values of fairness, generosity and tolerance). Incentives appropriate to the school's particular students and teachers should be emphasized. Parents should be key collaborators and vital members of the school community.

8. The principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.

9. Ultimate administrative and budget targets should include, in addition to total student loads per teacher of 80 or fewer pupils on the high school and middle school levels and 20 or fewer on the elementary level, substantial time for collective planning by teachers, competitive salaries for staff, and an ultimate per pupil cost not to exceed that at traditional schools by more than 10 percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided students in many traditional schools.

10. The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It should model democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strength of its communities, deliberately and explicitly challenging all forms of inequity.

Mission & Vision

The mission of the Atlanta Neighborhood Charter School (ANCS) is to create a community of deeply engaged families and educators working to foster extraordinary levels of student achievement in an inclusive, constructivist learning environment that values every individual and prepares students to be effective citizens in a diverse global society.

ANCS seeks to create a vibrant, dynamic and unique learning experience that uses the Common Principles of the Coalition of Essential Schools to engage every student, stimulate intellectual curiosity, and facilitate academic excellence and achievement. Fulfilling our mission means the following details of our vision will be accomplished:

- The school's educational philosophy stems from the value that every learner is a teacher and every teacher is a learner, and each individual's perspective and voice are important. K-8 curriculum and instruction should be meaningful, personalized, connected, relevant and student-centered.
- Through real-life projects and activities, students not only embrace traditional concepts, but also hone their ability to think critically and creatively, to solve problems and to work together. Students learn how to succeed not only in the classroom, but also in the real world.
- Students, faculty and staff are supported by visionary leaders who have deep connections and partnerships in the local, state, national and global communities.
- The key constituents—students, parents and families, faculty and staff, the governing board, and the community and local partners—share a spirit of appreciation, valuing and encouraging diversity and inclusion, and building social cohesiveness within the neighborhood and beyond.
- The facilities and grounds are modern, “green,” safe, welcoming and encourage the learning process for each student.
- There are sufficient resources—human and financial—that ensure operations are functioning effectively.
- A visit to the school leaves the impression that you have experienced education at its best and learning at its deepest.

The ANCS Charter

Georgia law grants groups the right (or “charter”) to start new public schools that report to the state Department of Education and to their own independent governing boards. By freeing charter schools from many of the constraints of traditional public schools, charter school law in Georgia intends for charter schools to “increase student achievement through academic and organizational innovation”. Charter schools are funded through state and local sources.

The charter petition for the Atlanta Neighborhood Charter School (ANCS) was formally approved by the Georgia State Board of Education in March 2011 after receiving approval from the Atlanta Board of Education. ANCS operates as a charter school within the Atlanta Public Schools and serves students in kindergarten through eighth grade living within the boundaries of the school district. In its charter, ANCS The current ANCS charter agreement runs from July 1, 2011 until June 30, 2016. Please visit our website at www.atlncs.org to view the complete charter agreement.

In exchange for ANCS’s agreement to meet or exceed the performance-based goals and measurable objectives set forth in its charter agreement, the Georgia State Board of Education granted the school the maximum flexibility allowed by law to charter schools. Pursuant to O.C.G.A. § 20-2-2065(a), ANCS is entitled to the maximum flexibility allowed by law from the provisions of Title 20 of the Official Code of Georgia Annotated and from any state or local rule, regulation, policy, or procedure established by a local board of education, the State Board of Education, or the Georgia Department of Education. Notwithstanding this maximum flexibility, ANCS must comply with the terms of its charter agreement, the Georgia Charter Schools Act (including the provisions set forth in Section 15 of the school’s charter agreement), and any rules, regulations, policies, or procedures established by the Georgia State Board of Education consistent with the Charter Schools Act.

The Governing Board of Directors

The ANCS Governing Board of Directors is charged with the management of the affairs of the Corporation, ANCS, Inc., and shall pursue such policies and principles as shall be in accordance with law, the provisions of the Articles of Incorporation, ANCS By-Laws, and any written charter entered into by the Board. The Board is responsible for carrying out the following duties and obligations:

- The Board shall uphold the school's mission and vision and ensure effective organizational planning on the part of the school through an annual strategic planning and review process that will review and update the school's short-term, mid-term, and long-range goals, and evaluate the effectiveness of the implementation of the school's mission and plans;
- The Board shall either directly or through a personnel committee provide for the annual appraisal of the Executive Director's performance;
- The Board shall ensure the financial stability of the Corporation through regular monthly review of financial statements and reports, an annual independent audit, and direct oversight of major financial commitments and decisions;
- The Board shall take an active role, either directly or through a Board committee, in resolving grievances and conflicts which may arise within the school community involving, students, parents, staff, administration, and Board members.

For more details about the Board, including current members, by-laws, meeting minutes and reports, please visit our website at www.atlncs.org.

Teaching & Learning

Academics at ANCS

What We Teach and How We Teach

The development of curriculum and the teaching practices at ANCS are guided by the [Common Principles of the Coalition of Essential Schools](#) that place students at the center of their learning in a hands-on way, actively engaged in exploring questions and coached by their teachers towards the demonstration of mastery of higher-order concepts and skills. The curriculum at ANCS does not rely on textbooks; rather, it is driven by rich and interesting projects and learning experiences that help students to show understanding and develop meaningful skills. Teachers work collaboratively in developing the curriculum to reflect both the Georgia Performance Standards for each grade level and the standards of national discipline-specific organizations, and they use the [Understanding by Design process](#) as a planning framework. In addition, experiences that take students away from the school on field trips to support their learning occur on a regular basis.

Grades K-5

In addition to embracing the Common Principles of the Coalition of Essential Schools, ANCS teaching and learning in grades K-5 is infused with elements of constructivism, a theoretical model stemming from the areas of philosophy, philosophy of science, psychology, anthropology, and sociology. According to Black and Ammon (1992), constructivism in the educational area is “more concerned with understandings achieved through relevant experience than with accumulated facts received from others.” Thus, students learn by doing. Instructional activities are relevant and varied, encouraging active participation as teachers serve primarily as facilitators and conduct questioning sessions to elicit student responses and probe for deeper understanding.

The overarching themes for grades K –2 are CARING AND SHARING. Throughout these years, students experience firsthand the plants and animals of their world. The overarching theme for grades 3 – 5 is EXPLORATIONS. Once students have begun to build basic understandings and relationships with their world, they can then participate in more detailed and in-depth explorations of it.

In addition to the themes described above, each grade level has year-long theme which serves as an organizing concept for the skills and knowledge expected for each year. The curriculum in grades K-5 uses basic scientific concepts as its focus. Both the Georgia Performance Standards and national professional standards were considered and are maintained in the creation of the curriculum maps. Listed below are the themes (with thematic content summaries) for each grade level in K-5:

Kindergarten – Me, My Role and Responsibility

1. Place (backyard, home, state)
2. Community
3. Self
4. Family

1st Grade – A Year in Our Backyard

- Survival

- American Traditions
- Weather
- Cycles
- Patterns

2nd Grade – Exploring the Changes in Our World

- Cultural and Historical Change
- Changes in the Natural World
- Adapting and Creating Changes

3rd Grade – Connections: How Do We Connect our Background Knowledge to our New Learning?

Conservation
 Government
 Earth, Physical, and Life Science
 Economics

4th Grade – How Do Populations Survive and Adapt To Change?

Solar System
 Physical Features of the United States
 Populations Through History – How do underlying concepts (geography, politics, flora/fauna, economic, technology, culture, etc.) affect populations?
 Historical Periods – Native Americans, Colonization, Beginning of a Nation, Inventions, Westward Expansion, Civil War, Outer Space

5th Grade – Truth: How Does the Evidence We Gather Impact Various Perspectives of the Truth?

Systems – What are the underlying components of all systems?
 Responsibility – What is our responsibility to self, community, society and the world?
 What are the issues that arise from different perspectives throughout history?

Language Arts

In grades K-5, a comprehensive language and literacy framework that serves as a conceptual tool for organizing instruction is utilized. To offer authentic reading and writing experiences for students, literacy standards are organized using a balanced literacy framework. While there has been much academic debate in recent years regarding two theories of how best to teach children to read and write—heavy phonics and word study or, contrarily, a “whole” language approach focusing solely on the developmental nature of the reading process—ANCS implements elements of both methods: careful attention to words and word study combined with natural experiences with print and oral language. This balanced approach includes the following components: reading aloud, shared reading, guided reading, or reading workshop, shared writing, interactive writing, guided writing or writing workshop, independent writing and letter and word study.

Mathematics

Mathematics in grades K-5 follows a program that embodies the vision of the rigorous national standards for mathematics developed by the National Council of Teachers of

Mathematics (NCTM) and the Georgia Performance Standards (GPS). Using the Everyday Math curriculum developed by the University of Chicago [[link to http://everydaymath.uchicago.edu/about/](http://everydaymath.uchicago.edu/about/)], teachers create math curriculum maps that provide a scope and sequence for math instruction for the year, essential questions, and assessment measures. Learning activities emphasize the understanding of mathematical concepts through student articulated theories and strategies, focus on the myriad ways to solve problems, actively engage students through manipulative materials and games. Students develop flexibility and confidence when approaching a variety of complex problems, proficiency in using mathematical skills and tools, and fluency with facts, computation, and other areas of mathematics such as geometry, data and algebraic thinking.

Art, Music, & Physical Education

In the grades K-5, each week, students receive instruction in physical education, visual arts, and music. Teachers of these classes regularly collaborate with grade level classroom teachers to create integrated lessons/units and to support classroom instruction and student learning.

Grades 6-8

Building on the experiences of grades K-5, students in grades 6-8 at ANCS continue in classes that integrate different disciplines built around essential skills and questions, but the classes begin to specialize somewhat based on content area as students prepare for the transition to high school. Following an advisory session that begins each day, students in grades 6-8 have a daily schedule that rotates through three different blocks of approximately 2 hours each: one block of Math/Science/Technology, one block of Humanities (language arts and social studies), and one block of visual, performing arts, technology, Spanish, and/or Fit for Life.

Humanities

In Humanities students develop skills in reading, language arts and social studies with primary attention given to comprehending, analyzing, and producing expressive pieces in a variety of different genres (persuasive, analytical, creative, narrative, poetry) while exploring different regions of the world. In the sixth grade, the content focuses on the culture, literature, and history of the western hemisphere: the Americas, Europe, and Oceania. In the seventh grade, the content focuses on Asia, Africa, and the Middle East, while in the eighth grade the emphasis is on Georgia history in the context of the history and literature of the United States.

Performing Arts, Visual Arts, & Digital Expression

Classes in the arts are designed to provide students with skills and ideas in a variety of artistic media and an appreciation for different styles of artistic expression. Students in the sixth grade have performing arts as their artistic concentration. Performing arts classes introduce students to basic theatre concepts and immerse students in different types of acting (monologue, plays, improvisation) as well as to various aspects of stage production. In the seventh grade, students have a visual arts concentration. These classes introduce students to techniques in drawing, collage, and other forms of expression.

Eighth grade students choose between taking a yearlong class in the arts/digital expression or enrolling in a yearlong course in advanced Spanish. The eighth grade arts classes build upon the foundational skills developed in the sixth and seventh grades by giving students the

opportunity to explore more sophisticated concepts and techniques. In visual arts, this includes two- and three-dimensional art making methods and mixed media. The performing arts class ranges in focus from scene study to play production. The 8th grade digital expression class focuses on elements of digital expression and use of different media.

Math, Science & Technology

The integrated math, science, and technology curriculum in grades 6-8 centers on essential skills and concepts to bridge students from the basic numeracy and emerging problem solving of elementary school to the more advanced thinking and knowledge necessary for success in high school. The content strands focus on foundations in algebra and geometry, number sense, probability, data analysis and measurement in math across all grade levels and use the [JUMP math program](#) as a guide. In science, the earth sciences (oceanography, astronomy, geology, and ecology) are the focus in sixth grade, while in seventh grade students explore content in the life sciences with an emphasis on biology. In the eighth grade, science content focuses on physical science, with strands in the nature of matter, laws of energy, matter, motion and forces, and energy transformation. Throughout their time in grades 6-8 students use technology as a tool to explore math and science with a focus on developing foundational computing skills and greater ease with different types of technology and their use.

Spanish

Sixth and seventh grade students have Spanish class for one hour twice a week for the entire school year. In this class, Spanish language and grammar are taught through the context of cultural units to strengthen students' skills in speaking, listening, writing, and reading the language with a progression from basic to more intermediate Spanish. Eighth grade students can opt either to take a yearlong course in advanced Spanish to further develop their skills and possibly earn high school credit, or they may elect to enroll in a yearlong arts or digital expression class instead.

Fit for Life

All students in grades 6-8 take part in Fit for Life classes for the entire year. In Fit for Life, students develop their physical, mental, and social-emotional wellness. The curriculum—focused on sports and interpersonal communication activities, health and adolescent development, social-emotional skills, and other mind-body connections—uses a holistic approach to empower students to take responsibility for making healthy personal decisions.

Advisory

In addition to the classes described above, students in grades 6-8 at ANCS are also a part of an advisory group. The advisory group is a small group of around 12 students who meet daily under the guidance of an advisor from the ANCS faculty. The advisor serves as the primary link between school and home for the student.

The advisory program in grades 6-8 is designed to help meet the developmental and academic needs of middle school-aged students. The central purposes of the advisory program are:

To support and be supported by an advisor and other advisory members in discussing and facing academic, social, and community issues

To learn to understand and appreciate people who are different from us
To participate in activities that build group spirit and cohesiveness
To work together on common projects which benefit others through service to the community

Library Media Center

Both the elementary and middle campus contain library media centers that serve as information centers for the school community. Through collaboration with classroom teachers, a media specialist helps to provide information literacy skills instruction to students in order to promote independent learning, research, and reading. These library media centers operate on a flexible schedule that allows users access to resources and services throughout the regular school day.

Technology

Technology is used as a learning tool throughout our school. Computer access and internet connectivity is available to students on a daily basis both in the library media centers, in labs, and in the classroom through both desktop, laptop, and tablet computers. In addition to computers, a complete array of other forms of technology is available for instructional purposes, such as LCD projectors, document cameras, scanners, and digital cameras.

Assessment

ANCS teachers at all grade levels utilize a variety of tools to assess student academic performance including: diagnostic assessments in the first weeks of school; informal and formal assessments from class (including unit-ending performance tasks); universal screeners; APS Benchmark Assessments; student work portfolios; and standardized tests, such as the Georgia Criterion Referenced Competency Tests (CRCT) and Iowa Test of Basic Skills (ITBS).

One of the more unique features of student assessment at ANCS is the use of portfolios and exhibitions. ANCS uses student portfolios and public exhibitions of them as a way to gather a wider array of information about student learning and growth. This system of assessment is tailored appropriately to match developmental and academic performance expectations at each grade level.

In grades K-5, students maintain one portfolio of their work for presentation during a “portfolio share” at the end of the schools year, while teachers work with students to develop another that serves as a “pass along” assessment tool from grade to grade.

In grades 6-8, the use of portfolios and exhibitions widens as students must demonstrate their competency in essential skills via specific performance areas:

- Reading
- Writing
- Research
- Mathematical & Scientific Thinking and Problem Solving
- Artistic Expression
- Formal Presentation
- Communicating in Another Language
- Personal Wellness

Beyond the Classroom

At the end of the school year, each student leads a public exhibition of his or her portfolio. Public exhibition of student work is intended not only to give each student a goal to reach for during the school year, it is also a way to engage the wider community in the learning process at ANCS. Public exhibition is a way to build awareness of the value of each student's efforts and the critical thinking skills that guided the student's work. The successful completion of the portfolio and exhibition is one of the requirements for moving from one grade level to the next in grades 6-8. Visit the "Academics" section of the ANCS website for more information about the middle campus portfolio and exhibition process.

Reporting of Student Progress

While teachers use data from student assessments daily, several reporting structures exist at ANCS to afford students and families frequent opportunity to reflect upon student performance information in order to grow as learners. These structures include:

Weekly Communication Folders (grades K-5): Each week a communication folder is sent home to parents containing updates on student performance and classroom initiatives. Often additional home enrichment materials are included, as well as suggestions on how parents can collaborate with teachers in supporting their child.

Advisor Progress Reports (grades 6-8): At the midway point of each academic term, each student receives a progress report from his or her advisor. These reports give feedback on a student's development of his/her habits of learning and provide current grades for each class along with comments from the student's advisor. Additionally, advisors will send out a "warning" report between these regular reporting periods for any students in their advisories who have been flagged for academic and/or behavioral concerns.

End of Term Reports: Three times a year, students and families in all grades receive end of term reports. The end of term report provides academic and related information on a student so that support and attention may be enhanced, maintained, or altered to help the student achieve maximum growth and learning. These reports provide a detailed picture of a student's performance in each subject area or class by featuring a narrative that describes the student's skills and habits relative to the standards for the course.

Conferences: In grades K-5, a meeting of teacher and family and, where appropriate, student, takes place following the distribution of end-of-term reports in November and March to provide a place for further discussion of student progress. In grades 6-8, each student leads a conference in the fall with his or her parents/guardians and advisor to reflect upon performance so far in the school year and to set learning goals for the remainder of the year. Another conference is held in the spring to review the student's progress towards his or her learning goals.

Portfolio Presentations: Students at all grade levels present and reflect upon their learning through a public exhibition of their work at various points throughout the school year.

Standardized Test Score Reports: Student assessment score reports on tests such as the CRCT and ITBS are mailed home to families following their arrival to the school. The score reports are accompanied by a cover letter that further explains the tests, a guide to interpreting the score reports, and a series of questions designed to help students reflect upon their performance.

Grading

ANCS does not use numbers, ranks, or traditional A-F grades. Rather, student academic performance is documented in relation to a student's progress towards the standards for each performance area at each grade level using the following terminology:

Grades K-5:

N: Not Meeting Standards

P: Progressing to Standards

M: Meeting Standards

E: Exceeding Standards

Grades 6-8:

Not Yet moving towards Standards

Just Beginning towards Standards

Approaching Standards

Meeting Standards

Exceeding Standards

Academic Assistance

At both the elementary and middle campuses, there is additional support for students exhibiting academic difficulties. In grades 1-3, academic assistance teachers in reading and math provide daily personalized and small group instruction to students who have demonstrated a need for targeted interventions to improve their skills. In grades 6-8, there is a daily 30-minute academic growth period that provides each student with consistent and targeted instruction designed to foster growth in his/her academic skills personalized to his/her needs and interests. As well, each teacher offers a voluntary tutorial time for students, either before or after school, at least one day each week.

Student Support Team (SST)

Using the Response to Intervention approach to provide all students with the level and types of supports and interventions appropriate to their needs, ANCS sometimes forms a Student Support Team (SST) for certain students with exhibited learning needs that are not being addressed by regular classroom interventions. The SST is a problem-solving process that helps to identify struggling learners and assess the effectiveness of various interventions for them. The members of a student's SST (which includes teachers and parents/guardians) work together to develop individual plans for the student. Please visit the faculty section of the website for contact information for the elementary and middle campus Student Support Team coordinators.

Special Education

For students with identified learning disabilities, the special education program at ANCS works with students and families to meet students' individual needs by accommodating and/or modifying curriculum, instruction, and/or assessment. A K-8 Special Education Coordinator works with a team of special education teachers at both the elementary and middle campus to oversee the services provided to students with Individualized Education Plans (IEPs) so that students make progress towards their goals. As much as is appropriate, students with identified disabilities are included in classes with their peers, with classroom

teachers working in consultation with special education teachers and/or with students working directly with special education teachers. A broad spectrum of special education services are made available to support the specific learning needs of students with IEPs; however, there are instances when, based on the needs of the student, a more appropriate placement for a student may be at either the student's zoned school or at an APS school with programs designed to meet the needs of students with certain types of disabilities. Please visit the faculty section of the website for contact information for the school's special education coordinator.

Counseling and Psychological Support

ANCS has school counselors at each campus as well as a school psychologist to work with students both in one-on-one and group settings to address social and emotional issues. Please visit the faculty section of the website for contact information for the elementary and middle campus school counselors and school psychologist.

Extracurricular and Enrichment Activities

ANCS offers a variety of activities outside of school hours through its afterschool program, enrichment program, and athletics program. Please visit the "Extracurricular" section of the ANCS website for full details about each of these programs.

Parent & Family Involvement

Research has shown that children who see their parents and guardians engaged in their school perform better in school. This is why parent and family involvement is a critical element of the Atlanta Neighborhood Charter School. Participation at every level is welcome.

Parent-Teacher-Community Association (PTCA)

At ANCS, the PTCA exists to coordinate and promote parent, teacher, and community involvement and communication within the entire school across grades K-8. The PTCA encourages a positive, supportive atmosphere to enhance students' educational and extracurricular experiences. The responsibilities of the PTCA include fundraising, school-wide volunteer coordination, information sharing within the school and greater community, hosting and promoting PTCA meetings and other school functions.

Membership in the PTCA is open to any parent/guardian with children attending ANCS, ANCS faculty and staff, and members of the greater community who are supportive of the mission of the PTCA and are willing to uphold its policies and by-laws. Membership is contingent upon the payment of annual dues, set each year by the PTCA's executive board.

PTCA meetings are held bi-monthly. Meetings will be held at 6:30 PM on the second Tuesday of the following months: September, November, January, March, and May. The PTCA is led by an executive committee with representation of parents and faculty/staff from both campuses.

For more information about the PTCA or to get involved, please visit our website at www.atlncs.org.

Family Contract

Upon enrolling a student at ANCS, each family signs the school's Family Contract. Signing this contract signifies each family's understanding of their commitment to the school. School staff will work with the PTCA to track and encourage each family's participation in relation to the requirements of the contract.

Please read the ANCS Courier and check your student's teachers' blogs for different ways you can be involved in the life of the school.

Communication

The most critical way parents and families can and should be involved in their students' school experience is through staying informed about school activities. Please read all correspondence sent from the school—whether via your student, through the mail, or electronically.

Each week, an electronic newsletter—the Courier—goes out to the entire school community with important news and information. Please take time to read the Courier each week. The Courier should come to you via email, and it is also posted on the school's website at www.atlncs.org. If for some reason you are not receiving the Courier via email, please visit our website to be added to the mailing list. As well, if you do not have computer access, please feel free to use a school computer to read the Courier each week. Please stop by the

main office at either campus to be directed to a computer for your use for reading the Courier.

If you have information you would like added to the school's Courier or calendar, please do so via the Courier and calendar submission form on the school's website. Please note that submissions are reviewed for suitability prior to publishing.

Policies and Procedures

******Please refer to the ANCS Policy Manual located in the Governing Board section of the school's website for the complete text of any and all policies referred to in the pages which follow. The ANCS Governing Board approves all ANCS policies******

******Please refer to the ANCS Policy Manual located on the school's website for the complete text of any and all policies referred to in the pages which follow.******

Attendance, Arrival/Dismissal, and Transportation

Attendance

All students must be in compliance with the ANCS Student Attendance Policy (see the ANCS Policy Manual on the school's website). School attendance is taken and reviewed daily. If a student is going to be absent due to illness or an unexpected situation, the parent/guardian should call the main office of the appropriate campus by 9:00 am to report the absence (please leave a message in the general mailbox if there is no answer). Upon returning to school the student should bring a note explaining the absence. As well, if a student is going to be absent for medical appointments or family-related reasons the main office should be notified prior to the absence and any prolonged absences should be communicated to office staff and/or the student's classroom teacher or advisor.

Each day, the office staff will contact the parents/guardians of any student who does not arrive to school by 9:00 am when prior notification of an absence has not been given.

Transportation to and from School

As a charter school, ANCS is not eligible to participate APS school bus service, therefore parents are responsible for arranging their students transportation to and from school. Many families participate in carpools, while many students walk, bike, or take public transportation to school. If you need assistance in making arrangements for your student's transportation, please contact Kelly Dennis (elementary campus) or Maria Larson (middle campus).

Students who wish to ride their bikes to school may do so. A note stating that a student has permission to ride her/his bike is to be filed in the office beforehand. Bikes may be locked at the bike racks outside each campus. However, the school is not responsible for the bikes while on school property or while the student is riding to or from school. All students must have on a helmet when biking in compliance with the school's helmet use policy (see the ANCS Policy Manual on the school's website).

Arrival/Dismissal Information

Students may arrive at school at the elementary campus no earlier than 7:30 am and the middle campus no earlier than 8:00 am. The school is not responsible for students who are dropped off outside the school before these times.

Students are dismissed each day according to the dismissal information on file with the school. **Any change from a student's normal pickup routine MUST be reported in writing/email/phone to the office at each campus at least 2 hours prior to dismissal.** Written permission from the parent/guardian must be provided if a student is to leave school with anyone who is not the student's parent or legal guardian. Picture identification may be required for verification before the student is released.

More details about the dismissal procedures at each campus can be found on the ANCS website under the "Parents" section.

Behavior and the ANCS Guiding Principles

At ANCS, our guiding principles describe who we are and how we are to behave as members of the ANCS community.

- We come school and every class **PREPARED** to learn and do our best
- We **RESPECT** each other, our surroundings, and ourselves
- We take **RESPONSIBILITY** for our actions and learning
- We **RESOLVE CONFLICTS** in a peaceful, thoughtful, and meaningful way
- We **CELEBRATE** our individual and collective successes.

ANCS ACKNOWLEDGEMENTS & APPRECIATION

We believe that all ANCS community members strive to demonstrate the guiding principles on a daily basis. Therefore, as a community, we take time to acknowledge and celebrate when students, staff, parents, and other community members behave in such a way as to exemplify our guiding principles.

Code of Conduct

At Atlanta Neighborhood Charter School (ANCS), we believe that a meaningful and positive learning environment is best nurtured with a fair and explicit code of conduct. We also understand that learning often involves making mistakes. There are times when students behave in ways that go against our guiding principles and make it difficult for teaching and learning to take place. In these situations, we believe students need to be made aware of their behavior and given opportunities to make different, more thoughtful choices. To this end, ANCS's code of conduct and discipline system aims to:

- Help students acquire the appropriate academic behaviors that enable them to be successful learners and citizens of the world
- Facilitate a meta-cognitive process that enables students to make thoughtful decisions that lead to positive outcomes for the student, ANCS, and the greater community
- Facilitate conversations between staff members, students, and their families about student behavior in a way that builds positive relationships

ANCS code of conduct is effective during the following times and in the following places:

- At school or on school property at any time (this includes on campus after school enrichment and extra-curricular activities);
- Off school grounds at any school activity, function or event and while traveling to and from such events;
- On vehicles provided for student transportation by the school system.

In addition, students may be disciplined for off-campus conduct which is felonious or which may pose a threat to the school's learning environment or the safety of students and staff.

Progressive Discipline

When it is necessary to impose disciplinary action, ANCS administrators and staff will follow a progressive discipline process which will take into consideration the severity of the behavior, the student's discipline history, the age of the student, and other relevant factors.

The following more clearly defines the behaviors that are subject to disciplinary action, the procedures as to how staff will intervene on these behaviors, as well as describes possible interventions and disciplinary actions staff will take to correct the behaviors.

LEVEL 1: DISRUPTION OF TEACHING AND LEARNING

Level 1 behaviors are defined as those behaviors that distract and/or disrupt staff members from teaching, supervising, or otherwise adequately performing their job. Level 1 behaviors may also be behaviors that distract and/or disrupt other students from learning and performing to the best of their abilities. These misbehaviors are often minor and are usually resolved quickly with an intervention administered by the classroom teacher or staff member who is supervising the student at the time of the misbehavior.

*****NOTE: The behaviors described below do not cover all disciplinary situations that may arise, and, therefore is NOT intended to be an exhaustive list. Moreover, modifications to the procedures and/or disciplinary action can be made depending upon the facts of an**

individual case and at the discretion of the building administrator.***

Example of Level 1 Behaviors	Procedures
<ul style="list-style-type: none"> • Wandering around classroom at inappropriate times • Disrupting or distracting others from working • Calling or speaking out of turn • Talking while others are talking • Purposeful slowness • Refusing to work with others • Refusing to participate • Missing work, book bag, and other materials necessary for class • Possession of non-instructional items (including electronics) • Intentional off-task behavior • Not sharing instructional materials • Destroying classroom materials 	<ul style="list-style-type: none"> • There is immediate intervention by the staff member who is supervising student or observes the misbehavior. • For students in grades K-5, the classroom teacher will note behavior in behavior log. • The staff member may decide to discuss the misbehavior with a parent/guardian, an administrator, and/or other appropriate staff members
	<p data-bbox="815 703 1453 745">Possible Disciplinary Action</p> <ul style="list-style-type: none"> • Student is moved closer to staff member • Behavior expectations/guiding principles restated or clarified • Student reminded of appropriate behavior • Student discreetly redirected • Student prompted to use relaxation exercises • Student allowed time & space to cool down or get refocused • Brief conference with student outside classroom or privately after class • Student assigned a task for redirection (e.g. handing out papers) • Temporary removal from activity • Confiscation of non-instructional item(s)

LEVEL 2: CREATING/CONTRIBUTING TO AN UNSAFE LEARNING ENVIRONMENT

Level 2 behaviors are defined as those behaviors that create or contribute to a physically and/or emotionally unsafe learning environment for staff and/or students. These behaviors require staff to immediately intervene, and for student(s) to immediately stop the behaviors and reflect on how their behaviors are impacting others.

******NOTE: The behaviors described below do not cover all disciplinary situations that may arise, and, therefore is NOT intended to be an exhaustive list. Moreover, modifications to the procedures and/or disciplinary action can be made depending upon the facts of an individual case and at the discretion of the building administrator.******

Example of Level 2 Behaviors	Procedures
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<ul style="list-style-type: none"> • Repeat of Level 1 behaviors • Wandering around the school at inappropriate times • Intentionally disrupting or distracting others from working • Using inappropriate or profane language • Taunting, mocking or making fun of students • Roughhousing or playfighting • Refusing to follow staff directions • Arguing with a staff member • Cursing at a classmate • Habitually missing work, book bag, and other materials necessary for class • Destroying school property • Cheating or copying another student’s work on a major assignment • Inappropriate use of instructional technology 	<ul style="list-style-type: none"> • There is immediate intervention by the staff member who is supervising student or observes the misbehavior. • If misbehavior continues after interventions or is severe enough, the staff member will complete a classroom or advisor referral. • Student will be removed from the activity and sent to the designated “think space” to reflect on behavior. • The staff member may decide to discuss the misbehavior with a parent/guardian, an administrator, and/or other appropriate staff members
	<p>Possible Disciplinary Action</p>
	<ul style="list-style-type: none"> • Parent notified • Lunch or after school detention • Community service • Temporary removal from class or activity • Conference with parent, teacher, and/or administrator • Confiscation of non-instructional Items • Special seating arrangements • Loss of relevant privileges • Mediation • Referral to counselor • Referral to SST

LEVEL 3: UNSAFE OR ILLEGAL BEHAVIORS THAT IMPACT SCHOOL COMMUNITY

Level 3 behaviors are defined as those behaviors that are dangerous, unsafe and illegal in a school environment. These behaviors require staff to immediately intervene, student(s) to immediately stop the behaviors, the building administrator to conduct an investigation to determine whether student(s) acted in a way that was dangerous and/or illegal, and to determine the appropriate disciplinary action.

*****NOTE: The behaviors described below do not cover all disciplinary situations that may arise, and, therefore is NOT intended to be an exhaustive list. Moreover, modifications to the procedures and/or disciplinary action can be made depending upon the facts of an individual case and at the discretion of the building administrator.*****

Example of Level 3 Behaviors	Procedures
<ul style="list-style-type: none"> • Repeat of Level 2 behaviors • Engaging in, attempting to engage in, or threatening to engage in a physical or verbal altercation with another student (eg. fighting) • Knowingly intimidating or engaging in threats and/or harassment of a staff member or other school personnel • Bullying or cyber-bullying • Disrespectful conduct towards staff member(s) or school official(s) • Damaging or defacing school or private property • Stealing or attempting to steal school or private property, or knowingly received stolen or private property • Using of profane, vulgar, or obscene words or actions • Possession and/or distribution of obscene material • Insubordination, disorderly conduct, disobeying school rules or regulations, and/or disobeying directives given by a staff member or school official • Harassing, threatening, or intimidating a student witness. • Engaging in sexual harassment • Engaging in threats and/or harassment based on race, nationality, gender, disability, sexuality, etc. • Plagiarizing a major assignment 	<ul style="list-style-type: none"> • There is immediate intervention by the staff member who is supervising student or observes the misbehavior. • The staff member will complete a Principal or Dean of Student’s referral and student will be taken to Principal or Dean of Students to reflect on behavior. • All persons involved (including staff members) complete a Witness to Incident report and submits to the Principal or Dean of Students • Principal or Dean of Students investigates the incident and initiates disciplinary action • The staff member may decide to discuss the misbehavior with a parent/guardian, an administrator, and/or other appropriate staff members
	<p>Possible Disciplinary Action</p> <ul style="list-style-type: none"> • Conference with building administrator • Suspension (In or Out of School) • Referral to outside agency • Removal from extra-curricular school activities • Loss of privileges for a long time period • Recommendation to tribunal for long term suspension • Behavior contract • Referral to SST • Referral to counseling

Level 4: ZERO TOLERANCE

Level 4 behaviors are defined as those behaviors that are dangerous and pose a serious threat to the safety to staff and students. These behaviors require staff to immediately intervene, the building administrator to conduct an investigation to determine whether student(s) acted in a way that was dangerous and/or illegal (which may include involving the police) and for a parent/guardian to immediately come to the school to meet with administration and pick up their child. Further disciplinary action may result at the discretion of the building administrator.

*****NOTE: The behaviors described below do not cover all disciplinary situations that may arise, and, therefore is NOT intended to be an exhaustive list. Moreover, modifications to the procedures and/or disciplinary action can be made depending upon the facts of an individual case and at the discretion of the building administrator.*****

Example of Level 4 Behaviors	Procedures
<ul style="list-style-type: none"> • Repeat of Level 3 behaviors • Attempting to or threatening to cause physical harm to a staff member or school personnel (assault) • Use of physical violence against a staff member or school personnel (battery) • Possession or use of a weapon, fire arm, explosive or dangerous object • Possession, sale, distribution, use, consumption, or under the influence of any narcotic, drug paraphernalia, alcoholic beverage, or other intoxicant • Possession or use of tobacco in any form • Possession, sale, distribution, use, consumption, or under the influence of a prescription or over the counter drug without a valid prescription • Possession, sale, distribution or attempt to sell a substance represented as drugs or alcohol • Making terrorist threats, activating a fire alarm under false pretenses or making a bomb threat • Committing or attempting to commit sexual assault or battery 	<ul style="list-style-type: none"> ▪ Teacher observing misbehavior intervenes, if appropriate. ▪ Staff member notifies the Principal or Dean of Students ▪ Student will be taken to Principal or Dean of Students, if appropriate ▪ All persons involved (including staff members) complete a Witness to Incident report and submits to the Principal or Dean of Students ▪ Principal or Dean of Students investigates the incident and initiates disciplinary action ▪ Principal or Dean of Students meet with the student(s) and notifies the parents of the misbehavior and resulting disciplinary action ▪ An accurate record of the misbehavior and disciplinary action is maintained and entered in APS district
	<p>Possible Disciplinary Action</p>
	<ul style="list-style-type: none"> ▪ Parent/ Guardian picks up student Immediately from school • Suspension • Long term suspension and recommendation to tribunal • Parents, student, administrator, and teachers must have a conference before the child is allowed to return to school. • Police notification • Behavior contract upon return to school • Referral to counseling with an outside agency

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For more information, please refer to complete ANCS Discipline Policy (see the ANCS Policy Manual on the school’s website).

Computer and Internet Use

ANCS offers use of school computers as a privilege to students. Users of these computers are expected to exercise care and follow all operating instructions, safety standards and guidelines for their use. Any damage to or loss of a school computer caused by an individual user will be that user’s responsibility to fix, including and up to paying for the replacement of the computer. As well, ANCS offers Internet access to its students.

All students are expected to use computers and the Internet in accordance with the school’s Internet and Computer Use Policy (please see the ANCS Policy Manual on the school’s website).

Dress Code

Clothing must be clean, in good repair, and worn in such a manner as to exercise good taste and not to detract from the learning environment. Student and staff attire should be neat, clean, and appropriate for the school setting. The school administration may disallow types of clothing that, while acceptable outside of school, may jeopardize a safe and orderly environment for the students and school staff during the school day. While school staff will enforce the dress code, ultimate responsibility for adhering to it lies with parents/guardians and students. Any questions concerning the dress code may be directed to the appropriate campus principal.

	APPROPRIATE	NOT PERMITTED
Shoes	<ul style="list-style-type: none"> • Tennis shoes • Dress shoes • Sandals (closed or open toe) • Flip flops 	<ul style="list-style-type: none"> • Bare feet while at school or school-sponsored activities • Shoes with skates • Bedroom slippers
Tops	<ul style="list-style-type: none"> • Tops that only allow the neck, head, and arms below the shoulder to be shown • Tops should be long enough to be tucked in • Tank tops straps must be at least 2 inches thick and not show any bra straps 	<ol style="list-style-type: none"> 1) Exposed mid-driffs, halters, backless, strapless, tube top, or spaghetti strap shirts 2) Low cut blouses 3) Any cleavage or see-through clothing 4) Men’s sleeveless undershirts

Bottoms	<ul style="list-style-type: none"> • Pants will be worn at waist • Shorts, skirts, and dresses must reach below the end of the fingers when student's arms are extended at the student's side 	<ul style="list-style-type: none"> • Sagging pants or underwear showing
Accessories	<ul style="list-style-type: none"> • Headgear worn for religious purposes 	<ul style="list-style-type: none"> • Spiked belts, collars, cuffs, chains, • Headgear, including hat, caps, nets, head scarves, bandanas, etc. • Hats/caps worn in the classroom, hallways, or other buildings except as required for health or safety purposes.

The following clothing is not to be worn to school:

- Clothing cut in such a way as to display bare skin or underwear
- Slogans or logos that contain profanity, obscenity, or that advertise or depict cigarettes or tobacco products, alcohol, drugs, or sexual acts.
- Pride slogans, logos, or language demeaning to any person or group
- Slogans considered by the administration to be in poor taste or demeaning to any person or group
- Pajamas, sleepwear or slippers, except during specified days/celebrations
- Any clothing considered gang attire, as determined by administration

Electronic Devices (including cell phones)

Students should not bring their own personal electronic devices to school except when permission has been given by a teacher for particular projects. Any such items out and being used during the school day will be taken up and given to the student's classroom teacher or advisor to be returned to parents.

Student Cell Phone Use

Students may have in their possession a personal cell phone for emergency use only. The phone must be turned completely off during school hours. Parents/guardians needing to contact a student at school should not call or send text messages to the student's cell phone. Any infraction will result in confiscation and the phone returned to parents/guardians. Repeated violations of this policy may result in disciplinary action. The school is not responsible for student cell phones which may be lost or stolen.

Student Use of School Phones

Students may only use the school phones in case of an emergency and only with permission of faculty and staff. Parents/guardians should not call school during the day with messages for students unless it is an emergency.

Enrollment Policy and Procedures

As public schools, charter schools comply with state and federal regulations, and their admissions are open to students in accordance with the school's charter agreement. The procedures below outline the enrollment process at ANCS:

The enrollment process for the following school year begins with a "pre-enrollment period" for returning students and their siblings, children of full-time employees, and children of governing board members (see the last section for the school's enrollment priority policy). The pre-enrollment period ends at the beginning of February.

Following this pre-enrollment period, applications for new ANCS students will be available at both campuses and on the ANCS website to mark the beginning of an open enrollment period. Completed ANCS Application for Enrollment forms may be turned in at either campus.

At the conclusion of this open enrollment period, offers of admission to ANCS will be made in the following order for each grade level:

- Students entering grades K-5 residing in *Grant Park* or *Ormewood Park* and students entering grades 6-8 residing in *NPU-W**
- Students entering grades K-5 residing in *NPU-W* outside of Grant Park* or *Ormewood Park* and students entering grades 6-8 residing *in the city of Atlanta outside of NPU-W*
- Students entering grades K-5 residing *in the city of Atlanta outside of NPU-W*

* Neighborhood Planning Unit W (NPU-W) includes the neighborhoods of Benteen, Boulevard Heights, Custer/McDonough/Guice, East Atlanta, Grant Park, Ormewood Park, North Ormewood Park, and Woodland Hills. If you have questions about whether your residence is within the boundaries of NPU-W, please visit the City of Atlanta website at www.atlantaga.gov.

The student's place of residence must fall within the boundaries of an Atlanta Public School zone. If you have questions about whether your residence is zoned for Atlanta Public Schools, please contact the APS Office of Student Placement at 404-802-2233.

If there are more applicants than the number of spaces available for a grade level, spaces remaining in each such class after the students who were registered during pre-enrollment will be awarded on the basis of a lottery. All complete applications for those grades will be placed into the lottery. If necessary, a public lottery for applicants in any grade level that requires one will be held.

A waiting list will be formed if the number of applicants in the application and enrollment process exceeds the number of available spaces. Students who decline an offer of admission may remain on the waiting list in their present position for a period of 12 months from the date of the original offer of admission. They will be listed as "inactive" on the waiting list and it will be the responsibility of the parent/guardian of that student to inform the school, in writing, of their desire to be returned to "active" status on the waiting list. As additional openings arise, enrollment will continue from the active waiting list in the order of

applicants' lottery numbers.

At the beginning of the next year's application and enrollment process a letter will be sent to all applicants who are still on the waiting list to see if they would like to remain on the waiting list. All applicants who respond affirmatively to this request will retain their place on the waiting list ahead of any new applicants. New applicants who are siblings of current students will maintain their sibling preference.

If at any point in the year the waiting list is depleted and the school determines that it has enrollment openings, then a new application and enrollment period will be declared. This will be announced throughout the city of Atlanta and families will have a one-month period of time in which to complete the requirements for application to the school. In this case, a new lottery would be conducted one week after the close of the application period.

Required Forms and Proof of Residency Requirements for Enrollment

All families—of interested new students and of current students seeking to re-enroll at ANCS for the following school year—must annually submit required enrollment documentation *and* proof of residency documentation. The required documentation will be made available annually no later than the last day of January.

If the family of a current student does not turn in all required paperwork to re-enroll the student by the posted deadlines, that student's place at ACMS will be considered "open" and given to any student on the waiting list. As well, if a student's residency changes during the school year so that the student no longer meets the residency requirements, that student will need to be withdrawn from ACMS immediately and tuition money may be owed to the school.

Enrollment Priority Zones & Maps

[Grant Park/Ormewood Park Boundaries](#) (click to download a PDF file)

Enrollment Priority Zone #1 for the elementary campus

[NPU-W Map](#) (Click to download a PDF file)

Enrollment Priority Zone #2 for the elementary campus

Enrollment Priority Zone #1 for the middle campus

Enrollment Priority Policy

Based on current state law, APS guidelines, and the ANCS charter, the following constitutes the ANCS enrollment priority policy for employees and governing board members:

- Full time employee is defined as an employee who works more than 50% (at least 20 hours or more) AND qualifies for benefits.
- Siblings of students enrolled in ANCS are given priority enrollment. Sibling priority is handled as outlined in the charter.
- Children of full-time employees and of governing board members are given priority enrollment.
- Employees and governing board members with students currently enrolled at ANCS participate in the pre-enrollment process for current and incoming students outlined in the charter.
- When a new employee signs a contract their student is enrolled in ANCS if space permits, if space does not permit, the student is placed on the waitlist with waitlist priority standing (defined below).
- When a governing board member is elected/appointed to the board their student is enrolled in ANCS if the student meets the APS residency requirements *and* if space permits; if space does not permit, the student is placed on the waitlist with waitlist priority standing (defined below).
- If an employee contract is terminated, or not renewed, and their student meets the APS residency requirements, the student may remain enrolled at ANCS. However, if the student does not meet the residency requirements, they are no longer eligible for residency exemption and must be withdrawn from ANCS, per state law.
- If a board member leaves or is removed from the board during their term or once their term is completed, their student may remain enrolled at ANCS as long as the APS residency requirements are met. If the residency requirements are not met, the student is no longer eligible for residency exemption and must be withdrawn from ANCS.

Waitlist priority standing: Siblings, students of full-time employees and students of governing board members are eligible for waitlist priority. This means that these students are placed at the front of the waiting list if the conditions above are met. However, they may not be placed on the waitlist in front of another waitlist priority student. For example, if a sibling is first on the waitlist and a new employee is hired, the employee's student would be placed on the waitlist behind the sibling student (into position #2). In other words, waitlist priority is first come first serve within the eligible categories of siblings, employee students and governing board students. In the rare chance that two enrollment priority students qualify for waitlist priority at the same time (within 24 hours of one-another) then the campus principal will perform a random lottery drawing to determine which student is placed first and which is placed second on the waitlist.

Financial Obligations

By the end of each school year families of the Atlanta Neighborhood Charter School are responsible for fulfilling any and all outstanding financial obligations incurred during that school year. The school will insure that families are notified of such obligations in a timely manner so that funds are collected prior to June 30th each year.

Field Trips

Permission slips for field trips are required. Blanket permission for field trips may be granted by parents via the online orientation forms. If there is not a signed permission slip by a parent/guardian on file for a field trip, that student will not accompany the class on the trip.

Fundraising

Efforts to raise money within the Atlanta Neighborhood Charter School community are carried out in order to:

1. Provide much-needed funding for the school as a supplement to state and local funding
2. Enhance and extend student learning
3. Contribute to a sense of community

The ANCS Governing Board developed and adopted a Fund Development Policy and the Fund Development Committee monitors the application of this policy. A clear set of principles, practices, and procedures are designed to support the Fund Development Policy and to guide all requests for money or goods from the ANCS community. Please see the ANCS Policy Manual on the school's website for the complete Fund Development Policy and supporting document. *All* requests for fundraising must first go to the appropriate campus principal and/or the Executive Director.

Health and Safety

The health and safety of all ANCS students and community members is of utmost importance. To this end, the following policies and procedures have been put into place:

Security and Emergency Procedures

During the school day, one front door at each campus will be the sole entrance for students and families. Once school begins each day all doors will be locked. Visitors will need to ring the security buzzer to enter the school. All visitors must sign in and out.

Emergency exits have been identified for each room. Maps indicating these exits will be posted in the rooms. Regular emergency drills—including fire and tornado drills—will take place during the year at each campus. All areas of both campuses are on an intercom system. Teachers are issued walkie-talkies for daily dismissal and emergencies.

Daily Health Issues

For any minor injuries, each room in the building has a kit containing band-aids, anti-bacterial wipes, and ice packs. If a student is, in the judgment of school staff, significantly injured (bleeding, concussion, sprain) at any point during the course of the day, the student will be taken to the office for evaluation by a school nurse and/or office staff. The nurse or office staff will contact the student's parent/guardian to inform them of the situation and determine what further medical attention is needed.

Medication Administration

Any medication, prescription or over-the-counter, that needs to be administered during school hours, must be done so with the authorization of the ANCS office staff/nurse. **No student may carry either prescription or over-the-counter medication including inhalers and Epi-pens, at school without the permission of the ANCS office staff/nurse.** Self-administration of inhalers and epi-pens are allowed when approved by the Student's Physician, Parents or Guardians, and ANCS office staff/nurse.

All medication must be brought to school by an adult, must be properly labeled, and in its original container. A doctor's order must accompany all medication brought to school. A parent/guardian must sign a Medication Permission Form filled out by the doctor with the following information:

- Name of student and date of birth
- Name of medication
- Reason for administration in school
- Dosage
- Dosage interval (i.e., every 4 hours)
- Duration of administration (i.e., one week)
- List of food or drug allergies
- Name of student's physician (or prescribing healthcare provider)
- Potential side effects (if any)
- Parent emergency telephone contact numbers.

With parental permission, the ANCS office staff/nurse can administer Acetaminophen (Tylenol) and Ibuprofen (Motrin, Advil) to students. Office staff/nurse will do a brief assessment to determine need. This will include observation for possible fever, pain from injury, orthopedic or orthodontic procedures, headache, etc. If you would like to grant permission for office staff/nurse to administer Acetaminophen (Tylenol) or Ibuprofen (Motrin, Advil) to your student, please see the main office for a permission form to complete and sign along with a bottle of the medication your student can take.

Parents/guardians may be contacted if, in the assessment of ANCS office staff/nurse, a student is need of additional medical attention.

Head Lice

Pediculosis (head lice) represents one of the most common communicable childhood diseases. It is therefore not unusual within a school for children to get head lice, but it is one that we want to eliminate as quickly as possible.

ANCS has a "No Nit Policy." All children must be nit (lice eggs) free in order to return to school.

If a parent discovers lice:

- Please contact the school immediately so that student's classmates can be screened.
- If your child is discovered to have lice, you will be asked to pick them up from school and treat them as soon as possible. The National Pediculosis Association's (NPA) Ten Tips for Head Lice and Nit Removal will be sent home with each family. (<http://www.headlice.org/downloads/tipsremoval.htm>) Please visit www.headlice.org for additional information.
- The child may return to school as soon as s/he is free of lice and nits. These students must be rechecked by school officials upon return. If lice or nits are still found, parents will be called to pick their child up.
- Parents need to recheck their child every 2-3 days for a two-week period to make sure re-infestation has not occurred.

Once lice is found in a classroom:

- All students within the class will be screened by school personnel.
- A letter informing families of the lice will be sent home.
- All families will be asked to screen children at home for a period of 2 weeks following the discovery of lice.
- All siblings of children diagnosed with lice will be screened by school officials. If necessary, these classrooms will also be screened.
- Infested classroom rugs, furniture, pillows, etc. will be vacuumed. Vacuuming is the safest and best way to remove lice or fallen hairs with attached nits from upholstered furniture, rugs, stuffed animals and car seats. NPA recommends the avoidance of lice sprays.

Abuse/Neglect

By law, information about child abuse and neglect must be communicated by school employees to the Georgia Department of Family and Children Services (DFCS) according to Georgia law (O.C.G.A. 19-7-5). Any school employee who suspects a student is being neglected or abused should immediately communicate this information to one of the school's counselors, campus principals, and/or the K-8 Dean of Students and the suspected neglect/abuse will be reported to DFCS.

Potential signs of neglect/abuse of a student can include:

- often left home alone overnight
- in the neighborhood for long periods without supervision
- frequently hungry
- dressed inadequately for the weather
- absent from school frequently
- bruised or have other marks of physical violence
- withdrawn or overly aggressive
- not receiving needed medical attention

Student Revelations of Potential Alcohol and/or Drug Use

Casual conversation at ANCS about the use of alcohol and drugs is to be discouraged. Personal revelations by students to staff regarding their own use of alcohol or drugs (including tobacco) or their first hand concerns about other students' use shall result in action by an ANCS staff member. Upon hearing such information, the staff member will

consult with one of the school's counselors, campus principals, and/or the K-8 Dean of Students. Together, based on their best judgment, they will decide which of the following is the best course of action:

- Staff member continues to talk with and monitor student for a limited period of time to
- more clearly determine the nature of the situation;
- Counselor makes an educational/therapeutic intervention by contacting student directly;
- Parents of student are contacted by most appropriate staff member;
- Student is referred to campus principal or K-8 Dean of Students for possible disciplinary action.

No ANCS staff member should bear sole responsibility for the knowledge that a student is experimenting with, using or abusing alcohol or drugs. For the protection of the student and all concerned, a consultation between the staff member and one of the school's counselors, campus principals, and/or the K-8 Dean of Students must take place.

Student Revelations of Potential Suicidality

Any school employee who suspects a student may be having suicidal thoughts should immediately communicate this information to one of the school's counselors, campus principals, and/or the K-8 Dean of Students. The counselor or designee will speak with student and parent/guardian to determine the next steps necessary to ensure the student's safety.

Allergy Management

This section outlines the general allergy management policy for ANCS. Separate guidelines specific to the elementary and middle school campuses explain how to implement these policies on a day-to-day basis.

Being Prepared and Educated

Education and preparedness are necessary to keep an allergic student safe at school and at school-sponsored events. Severe allergies can be triggered by the following allergens:

- Food
- Insect stings and bites
- Chemicals
- Latex
- Other, less common allergens

Epinephrine must be readily available and on-hand immediately for all severely allergic children. ANCS can stock non-specifically prescribed epinephrine auto-injectors for emergency use. ANCS staff are responsible for making sure a student's epinephrine auto-injector (such as EpiPen or Auvi-Q) is with the student at all times. ANCS staff are responsible for using epinephrine when anaphylaxis is suspected, either in a child with a known allergy or in a child that is experiencing a severe and life-threatening allergic reaction for the first time.

All ANCS staff must be trained in and fully understand the following procedures:

- Understand these terms: allergy, allergic reaction, anaphylaxis, food intolerance, epinephrine auto-injectors (EpiPen, Auvi-Q, Adrenaclick, etc.), and antihistamine.
- Recognize the signs of a mild allergic reaction.
- Know the signs of anaphylaxis—a serious, life-threatening allergic reaction:
 - Hives
 - Swelling
 - Rash
 - Itchy lips, mouth, or throat
 - Breathing difficulties
 - Coughing and hoarseness
 - Nausea or stomach pain
 - Vomiting
 - Chest pains or tightness
 - Headache
 - Dizziness
 - Low blood pressure
 - Unconsciousness
- Know when and how to use an epinephrine auto-injector to treat anaphylaxis.
- Follow the procedure for administering epinephrine and calling 911. Time is critical.
 5. Notice the child has signs of anaphylaxis.
 6. Administer the epinephrine auto-injector.
 7. Call 911. Have another adult call 911 while the auto-injector is being given, if at all possible.
 8. If the child is asthmatic and is wheezing, give the child the doctor-prescribed number of puffs from their rescue inhaler.
 9. If the child can take Benadryl and the child’s doctor has indicated it, administer Benadryl.
 10. Monitor the child very closely until the paramedics arrive. A second injection might be necessary. Never leave the child alone or alone with only a student.
 11. Contact the school nurse as soon as possible after the injection. If the nurse can’t be located, contact any administrative staff.
 12. Contact the child’s parents or guardians.
- Store and carry medicines—such as epinephrine auto-injectors, antihistamines, and asthma inhalers—in designated spots.
- Report when medications are lost or

misplaced. Parents and guardians must also take

the following steps:

- Notify the school that a child has an allergy or multiple allergies. Request a meeting with teachers and the school nurse. ANCS requires such a meeting to

review the student's specific allergies, needs, and *Allergy or Anaphylaxis Action Plan*.

- Complete and provide all required ANCS paperwork, including:
 - *Clinic Record & Emergency Authorization Form* (online orientation form)
 - *Medication Administration and Release Form* (two total: one online orientation form and one paper form from school nurse)
 - A doctor-signed *Allergy or Anaphylaxis Action Plan* (obtained from the school nurse or the student's allergist or pediatrician; requires a doctor's signature)
- Provide the child's prescribed medications and epinephrine auto-injectors.

Managing Allergies in the Classroom

Guidelines should be set up and followed at both the elementary and middle school campuses to ensure that day-to-day classroom activities are safe for allergic children.

These guidelines must cover topics, such as:

- Classroom and advisory communication
- How all food and other allergens are managed in the classroom, grade levels, and advisories
- Epinephrine auto-injector and medicine storage
- Hygiene and safety best practices and logistics
- How students treat peers with allergies

With input provided from the allergic student's parents/guardians, school nurse, and teachers, each classroom also has the option to ban severe allergens from the classroom and from all activities in which that classroom will be engaged. Limiting allergen exposure is vital for keeping a child safe.

In addition, *all* classrooms and staff must abide by the same guidelines for each allergic child, including:

- Related Arts
- Classrooms in which other subjects are taught
- Academic Assistance
- Special Education

All student and substitute teachers must follow classroom guidelines, as well.

Managing Allergies at School-wide Food Sales and Functions

All fund-raising events and school-wide food sales must follow current school fund-raising policies, which include notifying school officials in a timely manner of what food will be sold or available.

Whether the event is through a classroom, organization, or the PTCA, all guidelines must be followed for making the event safe for allergic children.

Managing Allergies in the Cafeteria and During Recess

The school cafeterias and recess time must be safe for allergic students, but allergy management can be challenging in these areas with less teacher and staff monitoring and where food is more readily accessible and shared. Guidelines must provide rules for making these areas safe, including defining:

- Allergen-free areas to eat
- Where epinephrine auto-injectors and other medications should be kept for rapid access
- Cleaning best practices for tables and chairs and hand-washing
- Student etiquette for sharing food
- Methods for obtaining and keeping current served food labels and ingredients information

Managing Allergies for Holidays, Special Occasions, Celebrations, and Projects

Holidays, special occasions and celebrations, class projects, crafts, and science experiments must also be safe for allergic students. ANCS does not wish to ban these celebrations and activities or ban food involvement. However, it is critical that guidelines are followed and that the each allergic child's allergies are taken into consideration for these events and projects, even when related to academics. Any banned allergens may not be served during these times.

Managing Allergies During After School, Enrichment Programs, and Child-care

Allergic students participate in other school-sponsored care and should feel safe and have the same procedures in place to manage allergies as in the classroom. All After School and Enrichment Program staff must be made aware of allergic students in their care and must follow all prescribed classroom guidelines, as well.

A copy of each allergic child's *Allergy or Anaphylaxis Action Plan* must be given to these staff members. The guidelines must cover the following topics:

- Where medications are stored and how they follow the child
- Where forms are stored
- How and when to administer epinephrine auto-injectors

Managing Allergies on Field Trips, Walks, and Outside Activities

All of the same precautions must be taken on a field trip or outside of the school building as are taken in the school. Special care and guidelines must also be taken that address the following:

- Where epinephrine auto-injectors and other medication are carried and by whom
- Transportation logistics—whether by foot, bus, or cars
- How to access emergency care at the trip or activity location
- Consideration of allergens when choosing trips

School-organized Sports and Clubs

Epinephrine must be available to all allergic students participating in ANCS sports or clubs. The ANCS sports team staff and coaches must be trained the same as ANCS staff and must be able to administer epinephrine and call 911. Guidelines specific to how sports and clubs are run at each campus should outline the daily responsibilities.

Preventing Allergy Bullying

ANCS anti-bullying and discipline policies are in full effect for allergy bullying. Severe allergies are life-threatening; no bullying will be tolerated. Campus-specific guidelines can address student allergy awareness and support.

Continuing Allergy Education and Awareness

Food allergies are increasing rapidly in school-age children all over the world. Schools and parents must be more aware and educated about the impact of allergies and how to handle them in public environments. ANCS will stay current with allergy management best practices and guidelines through the following means:

- Information the school nurse provides
- Information the PTCA Health and Wellness Committee researches and presents
- Listening to parents and caretakers of allergic children
- Staff training

Specific-campus guidelines will contain up-to-date allergy management and education resources.

School Safety Zone

ANCS is a designated school safety zone according to OCGA 16-11-127.1. Weapons are not allowed on ANCS property, at ANCS activities, or in any vehicles rented or owned by ANCS.

Trained police officers are the only individuals who may carry weapons on ANCS property, at ANCS activities, in any vehicles rented or owned by ANCS, or in the school safety zone.

Inclement Weather

ANCS follows the same school closing/early dismissal decisions as all other Atlanta Public Schools. Listen to the local news and follow what is reported for the Atlanta Public School System. For inclement weather that occurs during the school day, emergency procedures are followed to insure the safety of students. If an earlier dismissal is necessary due to inclement weather, information will be reported to families by phone, email, and on the school's website.

Meals and Snacks

ANCS serves breakfast and lunch each day at the school. Meal menus and order forms (including prices) are available on the school's website at www.atlncs.org and in the main office at each campus. Families may choose to have their students eat breakfast at home and/or send a packed lunch.

Meal Payment Policy

- All families are asked to complete a Federal Eligibility Application form each school year to determine eligibility for free/reduced pricing for one breakfast and one lunch per school day.
- Pre-payment for all meals is expected. The school will keep an accurate count of the meals purchased by each student and will provide an invoice on a regular basis to parents/guardians using home mailing addresses on file at the school.
- If an individual student account has a balance of \$25 or more, the account will be "frozen" and no meals or drinks will be able to be purchased by student until the balance is paid in full by parent/guardian.

Free/Reduced Price Meals

- Parents/guardians will receive Federal Eligibility Application forms at orientation. Each household is expected to complete the form and return it to the school.
- The school will call or send notification to all families who participated in the Free & Reduced Price Meal Program the previous school year, but have not turned in their paper work (prior to temporary status expiring 30 days after the first day of school). If application is not turned in after 30 days, family will revert to full pay status.

Snacks

Students may bring healthy snacks with them to school daily to eat during times designated by the teacher.

Student Promotion

Students demonstrate their readiness for promotion to the next grade level at ANCS based on a variety of criteria. Please see the ANCS Student Promotion Policy in the ANCS Policy Manual on the school's website for the complete description of the criteria and policy.

Student Records

School permanent records include all educational and disciplinary materials directly related to a student that the school maintains. ANCS will maintain student records in a confidential manner and comply with all state and federal laws regarding the privacy of these records, including the Family Educational Rights and Privacy Act (see following section).

Parents/legal guardians of a current student may review a student's records in the office of the Student Information Specialist, but the files may not be removed from the office. All financial obligations must be met before a student's records will be transferred to another school.

All student records are maintained by and kept in the office of the Student Information Specialist at each campus. These files are locked during and after normal business hours with access limited as described above. The Student Information Specialists and the Principals will be the only individuals with a key to these files. For more information, please see the ANCS Records Management Policy in the ANCS Policy Manual on the school's website.

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to

place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.