



UTOPIAN
ACADEMY FOR THE ARTS
—AT—
TRILITH

STUDENT HANDBOOK

2026-2027

EXPLORE. CREATE. LEAD.



MEDIA ARTS / TV & FILM

Tell stories.
Create your vision.



GAME DESIGN

Design. Build. Play.
Bring ideas to life.



CODING

Code. Create. Solve.
Change the world.



ANIMATION

Imagine. Animate. Inspire.
Bring characters to life.



DREAM BIG.
CREATE MORE.
BELONG HERE.



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ABOUT US

Utopian Academy for the Arts is a state-approved charter school open to all middle school students throughout Clayton County, GA.

The rationale for the enrollment plan for Utopian Academy for the Arts is to provide a significant educational benefit of having a gender-based classroom environment, a longer school day, a longer school year, Saturday school, and classes in the dramatic, media, and culinary arts, as well as broadcast media.

Our school will remain small enough to operate in a fiscally sound manner, while offering the requisite programming for students to complete middle school, prepared to perform very well in high school. We seek to address the challenges facing our students by establishing a school driven by high expectations; using additional time to focus on academics, acceleration, and remediation; and creating a culture that values hard work, achievement, and preparation for upper grades such that young boys and girls will be ready for a range of public and private high school options upon entering 9th grade.

MISSION AND VISION STATEMENT

Through a structured and supportive environment, the Utopian Academy for the Arts will develop academic and artistic students to enter and to succeed in the global society with the proficiency to enroll in a college, university, or specialty school of their choice.

Utopian Academy for the Arts shall be a community-nurturing academic excellence for all students and demonstrates leadership in character development. The vision statement is intended to serve as both the blueprint for improvement and the benchmark by which we will evaluate our progress.

CORE VALUES

At Utopian Academy for the Arts, our work is grounded in five core values that shape our culture, guide our instruction, and inform how we prepare students for success beyond middle school: **Accountability**, **Integrity**, **Sustainability**, **Perseverance**, and **Creativity**.



Accountability



Integrity



Sustainability



Perseverance



Creativity

CORE VALUES IN PRACTICE

The core values of *accountability and integrity* are foundational to the culture at Utopian Academy for the Arts and are modeled consistently by staff and expected of all students. Through a structured yet supportive learning environment, students are taught to take ownership of their academic performance, behavior, and personal growth. Integrity is reinforced through clear expectations, ethical decision-making, and a school culture that values honesty, respect, and responsibility in both academic and interpersonal settings.

Perseverance is developed through rigorous coursework, extended instructional time, and performance-based learning experiences that challenge students to remain committed despite obstacles. Students learn to persist through academic acceleration, targeted remediation, and artistic discipline, building resilience and confidence that prepares them for the demands of high school and beyond. These experiences foster a mindset rooted in effort, reflection, and continuous improvement.

Creativity and sustainability work together to ensure long-term student success. Creative



expression is integrated across academic and artistic programming, allowing students to explore innovative thinking through dramatic, media, animation, and broadcast arts while strengthening collaboration and problem-solving skills. Sustainability guides our approach to responsible resource management, program design, and school size, ensuring that Utopian Academy for the Arts remains fiscally sound while delivering high-quality instruction. Together,

these values prepare students to transition successfully into a wide range of options with strong character, academic proficiency, and a commitment to lifelong learning.

HISTORY

The idea for this school came from matching a need with a solution. Utopian Academy for the Arts was founded on the premise of serving one of the most historically underrepresented and underserved communities in the metropolitan Atlanta area: Clayton County, GA.

The Utopian Academy for the Arts is a charter school network offering a comprehensive educational program in the dramatic, media, and culinary arts. The Utopian Academy was founded to serve one of the most underrepresented and underserved communities in the metropolitan Atlanta area: Clayton County.

The network currently serves about 800 students each year on its 68,000 square-foot campus in Ellenwood, Georgia. In 2018, Utopian Academy's middle school's overall performance was higher than 78% of Georgia public schools, and its students' academic growth outpaced 99% of the state's schools, according to the Governor's Office of Student Achievement. With the strong success of the middle school program, the Utopian Academy for the Arts was approved to expand to add a second school in Clayton County. The elementary school opened in 2021 and has added a grade each year since. This success led to the opening of a third school, Utopian Academy for the Arts HS.

UTOPIAN ACADEMY FOR THE ARTS FOUNDING BOARD MEMBERS

Dr. Artesius Miller **Founder and Founding Board Chair**

Anthony Bryant **Founding Board Treasurer**

Jacqueline Heard-Fields **Founding Board Secretary**

George Bandy **Founding Board Member**

Jai Gilyard **Founding Board Member**

Linda Stevenson **Founding Board Member**
(*Deceased*)

GOVERNING BOARD OF DIRECTORS

Board Chair

Vice Chair

Treasurer

Member

Member

CFO Emeritus (*ex-officio*)

Recording Secretary (*ex-officio*)

Member

Member

Mr. Joshua Meniffee

Mr. Reginald Colbert

Mr. Steven Garner

Mr. Terance Madden

Mr. Aquanette Salter

Mr. Anthony Bryant

Dr. Artesius Miller

Mr. Christopher Copeland

Mrs. Stephany Walls

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STUDENT HANDBOOK

ACKNOWLEDGEMENT FORMS

The Utopian Academy for the Arts (UAFA) at Trilith Student Handbook is designed to support you and your scholar in maximizing both academic excellence and artistic success. This handbook provides important information about UAFA's history, mission, vision, and core values, and outlines how we partner with families to help each scholar discover and develop their internal genius for future success.

This handbook also serves as a blueprint for success by clearly outlining expectations, policies, and procedures that support a safe, structured, and thriving learning environment. Success at UAFA depends on mutual respect, strong communication, and a clear understanding of the rights and responsibilities of all stakeholders—students, parents/guardians, and staff.

One important step in partnering together for your scholar's success is becoming familiar with the UAFA Dashboard. Families will use the UAFA Dashboard to set up their parent account and complete all required forms to ensure their scholar's records remain accurate and up to date; all forms can be accessed after login at: <https://dashboard.utopianacademy.com/>.

By signing the handbook acknowledgment form, I confirm that I have been provided access to and received the UAFA Parent & Student Handbook, and I understand that it includes (or references) the following required documents and policies:

- Student Code of Conduct
- Attendance Policy
- Acceptable Use of UAFA Digital Resources & Internet Use
- Family Educational Rights and Privacy Act (FERPA)
- Student Dress Code
- McKinney-Vento Policy (Homeless Students)
- Protection of Pupil Rights Amendment (PPRA/PRA) Notice
- Complaints and Grievances Process
- Photo Release

My signature indicates my acknowledgement of receipt and understanding of these materials and my commitment to supporting my scholar in meeting UAFA expectations for success.

STAFF DIRECTORY

UTOPIAN ACADEMY NETWORK TEAM

Founder/CEO	Dr. Artesius Miller
Executive Director	Ms. Pamela Dingle
Chief Financial Officer	Mr. Dale Smith
Director of Network Operations	Mr. Greg Leaphart
Director of Strategic Initiatives	Mrs. Elisha Byers
Director of Arts	Mrs. Ebonne Craft
Director of New School Design & Development	Dr. Marcus Broadhead
Federal Programs Director	Mrs. Zinta Perkins
IT Director	Mr. Raymond Alexander
Executive Assistant to the CEO	TBD
Executive Assistant to the Executive Director	TBD
Instructional Coordinator	Ms. Keana Millar
Human Resource Specialist	Ms. Tanya Shannon
Business Coordinator	Ms. Jasmine Hart
Business Coordinator	Mrs. Benita Edwards
Business Coordinator	Ms. Linda Patterson
Business Coordinator	Mrs. Freddi Collins
Parent-Family & Community Engagement Coordinator	Mr. Juan Smith
Network Nurse & Safety Coordinator	Ms. Janine Slater
Ms. Jamelle Boyer	Director of Nutrition Services
Ms. Angelic Fox	Registrar Lead

TRILITH LOCAL SCHOOL FACULTY

Name	Grade Levels	Subject Area
Aaryn Coley-Gooden	ALL	DES LEAD
LaTasha Thomas	ALL	DES Math
Christina Ricks	ALL	DES ELA
Ayala Mack	ALL	DES Paraprofessional
Kimberly Stephens	6 th	ELA
Christina Emmanuel	6 th	Math
Derek Baitey	6 th	Science
Aurtia Hairston	6 th	Social Studies
Shannon Lawson	7 th	ELA
Martice Ball	7 th	Math
Zarkey Hegwood	7 th	Science
Darrel Lutz	7 th	Social Studies
Keely Sutton	8 th	ELA
Racquel Jordan	8 th	Math
Dreeka Owens	8 th	Science
Lansberth Henningham	8 th	Social Studies
Raymond Harris	ALL	Physical Education
Ebonice Atkins	ALL	Media Arts/TV/Film
Jarleel Earby	ALL	Animation/Digital Art
	ALL	Coding/Game Design

LEADERSHIP/ADMINISTRATIVE TEAM

Name	Position
Caleb Land	Principal
Dr. Jaleesa Russel	Dean
Kyle Kenan	Instructional Coach
Stacie Whalen	Guidance Counselor
Kristen DeSantis	Administrative Assistant
Angelic Fox	Registrar
Linda Patterson	Business Services
Keely Sutton	Parent-Family Engagement Liaison
Divia Burke	Cafeteria Services
Kevin Joseph	Security
Abhay Singh	Information Technology
Myesha Houston	Custodian

STUDENT ACADEMIC CALENDAR

2026-2027

Student Calendar



July 26						
Su	M	Tu	W	Th	F	Sa
			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	

August 26						
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30	31					

September 26						
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October 26						
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November 26						
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29	30					

December 26						
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January 27						
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February 27						
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28						

March 27						
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April 27						
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May 27						
Su	M	Tu	W	Th	F	Sa
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30	31					

June 27						
Su	M	Tu	W	Th	F	Sa
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20	21	22	23	24	25	26
27	28	29	30			

July 27						
Su	M	Tu	W	Th	F	Sa
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

ELBC Day/Staff Dev (students do not report)
Holidays

Events

8/3/2026	First day of school
8/24/2026	No School - ELBC Day
9/7/2026	No School - Labor Day
9/8/2026	No School - ELBC Day
Oct 12-16	No School - Fall Break
11/3/2026	No School - ELBC Day
Nov 23-27	No School - Holiday Break
Dec 21-Jan 4	No School - Semester Break
1/5/2027	Students Return to School
1/18/2027	No School - MLK Holiday
Feb 15-19	No School - Winter Break
3/15/2027	No School - ELBC Day
April 5-9	No School - Spring Break
5/26/2027	Last Day of School

PRINCIPAL WELCOME LETTER

August 03, 2026

Dear Parents and Legal Guardians:

It is my great joy to welcome you to another exciting school year at Utopian Academy for the Arts at Trilith. We are honored that you have entrusted us with the education and care of your child, and our entire team is eager to welcome our scholars back to campus.

At Utopian Trilith, we believe education should develop the whole child. Our scholars will be challenged academically while also growing as artists, creators, collaborators, and responsible members of their community. Through meaningful arts integration, engaging instruction, and opportunities in media arts, film, animation, and technology, we want every scholar to discover and develop their unique gifts.

We are also committed to creating a school culture rooted in strong relationships, high expectations, restoration, and belonging. Middle school is an important season of growth, and our goal is to provide scholars with both the structure and the support they need to thrive academically, socially, and emotionally. We will celebrate their successes, help them learn from their mistakes, and encourage them to become confident young people who use their creativity and talents to serve others.

Families are essential partners in this work. We invite you to remain actively involved throughout the year by communicating with teachers, attending school events, participating in family engagement opportunities, and sharing your ideas with us.

This year, we will continue building a school that reflects the vision of Utopian Academy for the Arts: a joyful, innovative, and inclusive community where academic excellence and artistic expression belong together. We believe our scholars are capable of extraordinary things, and we are committed to providing them with the encouragement, instruction, and opportunities necessary to succeed.

Thank you for joining us in this important work. I am grateful to serve as your principal, and I look forward to all that we will accomplish together this year.

We are unique. We are Utopian!

With gratitude,

Caleb Land

Principal

Utopian Academy for the Arts at Trilith

Right to Know Professional Qualifications of Teachers and Paraprofessionals: *English, Spanish, Vietnamese*

August 3, 2026

Dear Parents and Legal Guardians:

In compliance with the requirements of the Every Student Succeeds Act, Utopian Academy for the Arts at Trilith would like to inform you that you may request information about the professional qualifications of your student's teacher or teachers and paraprofessional or paraprofessionals. The following information may be requested:

Whether the student's teacher:

- Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
- Is teaching in the field of discipline of the teacher's certification.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you wish to request information concerning your child's teacher's or paraprofessional's qualifications, please contact Caleb Land by emailing caleb.land@utopianacademy.com.

Sincerely,

Caleb Land

Principal

Utopian Academy for the Arts at Trilith

This language follows the parental right to know requirements in Section 1112(e)(1)(A) of Every Student Succeeds Act. [U.S. Department of Education](https://www.ed.gov/)

Derecho a Conocer: Cualificaciones Profesionales de Maestros y Paraprofesionales

FECHA August 3, 2026

Estimados padres:

En cumplimiento con los requisitos de la Ley Every Student Succeeds Act (ESSA), Utopian Academy for the Arts at Trilith desea informarle que usted puede solicitar información sobre las cualificaciones profesionales de los maestro's y/o paraprofesionales de su estudiante. Usted puede solicitar la siguiente información:

- Si el maestro(a) de su estudiante: – ha cumplido con los requisitos estatales de cualificación y certificación para los niveles de grado y materias que enseña; – está enseñando bajo un estado de emergencia u otro estatus provisional en el cual se han eximido los criterios estatales; – está enseñando en el campo de disciplina correspondiente a su certificación.
- Si su hijo(a) recibe servicios de paraprofesionales y, de ser así, cuáles son sus cualificaciones.

Si desea solicitar esta información, por favor comuníquese con el Sr. Caleb Land en caleb.land@utopianacademy.com.

Atentamente,

Caleb Land, Director

PARENT NOTIFICATIONS

FERPA Quick Guide for Parents & Students

Protecting students' privacy is a fundamental requirement under the Family Educational Rights and Privacy Act (FERPA).

What is FERPA?

A federal privacy law that affords parents the right to

- have access to their children's education records,
- seek to have the records amended,
- consent to the disclosure of personally identifiable information from education records, except as provided by law - threats of danger and transferring students' records to other schools

Educational Records

"Education records" are records that

- directly related to a student; maintained by an educational agency or institution, or by a party acting for the agency or institution.

What is Personally Identifiable Information (PII)?

Personally Identifiable Information (PII)

Direct Identifiers

- e.g., Name, SSN, Student ID Number, etc.

Indirect Identifiers

- e.g., Birthdate, Demographic Information
- "Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty." (§ 99.3)

All questions or concerns should be submitted to the following department: Ms. Pamela Dingle, Executive Director, (470) 446-1070.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) ANNUAL NOTICE

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day UAFA receives an access request.

Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make access arrangements and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask UAFA to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations require the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school

may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) – (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student’s State (SEA).
 - Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system and the system’s ability to effectively serve, before adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
 - Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School

Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

FERPA NOTICE OF DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that UAFA, with certain exceptions, obtain your written consent before the disclosure of personally identifiable information from your child's education records. However, UAFA may disclose appropriately designated "directory information" without written consent, unless you have advised UAFA to the contrary in accordance with UAFA procedures. The primary purpose of directory information is to allow UAFA to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation/Promotion programs; and
- Sports activity sheets, showing the weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

In accordance with Georgia law SB 212, UAFA will not disclose or otherwise provide access to student directory information to any political candidate, campaign committee, political action committee, political organization, or any person or group acting on behalf of such an individual or organization.

If you do not want UAFA to disclose any or all the types of information designated below as directory information from your child's education records without your prior written consent, you will notify UAFA in writing by September 30, 2026. UAFA has designated the following information as directory information:

- | | |
|--|---|
| ○ Student's name | ○ The most recent educational agency or institution attended |
| ○ Address | ○ Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user |
| ○ Telephone listing | ○ A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the |
| ○ Electronic mail address | |
| ○ Photograph | |
| ○ Date and place of birth | |
| ○ Major field of study | |
| ○ Dates of attendance | |
| ○ Grade level | |
| ○ Participation in officially recognized activities and sports | |
| ○ Weight and height of members of athletic teams | |
| ○ Degrees, honors, and awards received | |

identifier cannot be used to gain
access to education records, except

when used in conjunction with one
or more factors

THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection, and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- **Consent** from students is required to submit to a survey concerning one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (U.S. ED):
 1. Political affiliations or beliefs of the student or the student’s parent;
 2. Mental or psychological problems of the student or the student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers.
 7. Religious practices, affiliations, or beliefs of the student or the student’s parent; or
 8. Income, other than as required by law to determine program eligibility.
- **Receive** notice and an opportunity to opt a student out of:
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
- **Inspect**, upon request and before administration or use –
 1. Protected information surveys of students and surveys created by a third party;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

All rights under PPRA transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Utopian Academy for the Arts has developed policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected

information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Utopian will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Utopian will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parents to opt their child out of participation in the specific activity or survey.

This notification to parents will be made at the beginning of the school year if the school has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and will be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided with an opportunity to review any pertinent surveys. The following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by U.S. ED.
- Any non-emergency, invasive physical examination or screening as described above. Parents who believe their rights under PPRA have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

TITLE IX COMPLAINTS

Title IX

UAFAs do not discriminate and does not permit discrimination based on sex in its employment practices, educational programs, or other activities that it operates. The following person has been designated to serve as the Title IX coordinator for the purposes of receiving complaints and coordinating the school's response to all allegations involving possible sexual harassment under this policy:

NAME: Mr. Caleb Land

ADDRESS: 255 Veterans Parkway, Fayetteville, GA 30214

PHONE NUMBER: (470) 593-1937

EMAIL ADDRESS: caleb.land@utopianacademy.com

Any person may report sex discrimination, including sexual harassment as defined by this policy (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), to the Title IX Coordinator in person, by mail, by telephone, by electronic mail, or through other means specified by the school. Reports may be made at any time, including during non-business hours.

For this policy, "sexual harassment" is defined as conduct based on sex that satisfies one or more of the following:

1. An employee of the school conditioning the provision of an aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct (quid-pro-quo); or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
3. "Sexual assault," "dating violence," "domestic violence," or "stalking" as defined by federal law.

The UAFA Title IX Sexual Harassment Policy and Formal Grievance Process are available for review on the school website or upon request in the front office.

NOTICE OF NON-DISCRIMINATION

UAFA does not discriminate based on race, color, national origin, sex, disability, or age in its programs and activities. UAFA also provides equal access or a fair opportunity to meet with any group officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code (as a patriotic society) that wishes to conduct a meeting within the open or limited public forum offered by the school.

The following person has been designated as the middle school Title IX Coordinator to handle inquiries regarding these non-discrimination policies and Title IX questions and/or concerns:

NAME: Mr. Caleb Land

ADDRESS: 255 Veterans Parkway, Fayetteville, GA 30214

PHONE NUMBER: (470) 593-1937

EMAIL ADDRESS: caleb.land@utopianacademy.com

For further information on notice of non-discrimination, please contact the Office for Civil Rights:

U.S. Department of Education
Office of Civil Rights
400 Maryland Avenue, SW
Washington, DC 20202-4605
1-800-421-3481

PARENT & FAMILY ENGAGEMENT

PARENT & FAMILY ENGAGEMENT PLAN

Family Engagement means the participation of parents and family members in *regular, two-way, and meaningful* communication involving student academic learning and other school activities, including ensuring that:

- A. Parents play an integral role in assisting their child's learning.
- B. Parents are encouraged to be actively involved in their child's education.
- C. Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- D. The carrying out of other activities, such as those described in Section 1116 of the ESSA.

About the Parent and Family Engagement Policy

In support of strengthening student academic achievement, Utopian Academy for the Arts School Network (UAFA) has developed this parent and family engagement policy that establishes the network's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnership in the network's Title I schools. This plan will describe UAFA's commitment to engage families in the education of their children and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals. Title I ("Title One"), a provision of the Elementary and Secondary Education Act passed in 1965, is a program created by the U.S.

Department of Education that distributes funding to schools and school districts with a high percentage of students from low-income families. The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer, and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as establishing a parent advisory board (PAC) and carrying out the district and school improvement provisions. Section 1116 of the Every Student Succeeds Act (ESSA) contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. Consistent with Section 1116, UAFA will work with its Title I schools to ensure that to the required school-level parent and family engagement policies meet the requirements of Section 1116(b) and each include, as a component, a school-parent compact consistent with Section 1116(d) of the ESSA.

Jointly Developed

During the annual Stakeholder input meeting in May, all parents are invited to participate in and provide suggestions and ideas to improve this network's Parent and Family Engagement Policy for the upcoming school year. The Parent-Family Engagement Liaison sends an email to all parents informing them about this meeting. During this meeting, parents review and discuss the Comprehensive LEA Improvement Plan (CLIP) & budget, the PFE Compact, and ways to build

staff capacity. A second opportunity is offered in August on the Parent and Family Engagement Policy, Parent Compact, and the school-wide plan.

Upon final revision, the network's Parent and Family Engagement Policy is incorporated into the CLIP, which is submitted to the state. Parents are welcome to submit comments and feedback regarding the policy at any time on the school's website or by submitting written comments to your child's school.

The network's Parent and Family Engagement Policy is posted on the school's website, emailed out through Infinite Campus, distributed during the Annual Title I school meeting, and is made available in the school's parent resource office.

School-Parent Compact

A School-Parent Compact is developed with input from teachers and students and revised along with the Parent and Family Engagement Policy. The *purpose* of the school-parent Compact is to list strategies that the school, parents, and students agree to implement to ensure that students achieve academically in school. Parents, teachers, and students will be expected to sign the compact and abide by the agreement.

Strengthening Our School

Every year, the Federal Programs Director will provide aid and support to ensure family engagement requirements are being satisfied and that family engagement strategies and activities are being implemented. Utopian leadership and staff will receive notifications and resources from the Federal Programs Director to help them improve and strengthen family engagement. In addition to frequent communication and school support, the Federal Programs Director will hold a *minimum of three meetings* with the Title I Principal and the PFE Liaison to review family engagement plans and activities and understand compliance requirements.

One of the meetings will allow the Federal Programs Director to review parent and family engagement requirements and plan opportunities for family engagement activities and meetings for the remainder of the school year.

Building Capacity

UAFA will build parents' capacity for strong family engagement, to ensure effective involvement of parents and family members, and to support a partnership among the Title I school, parents, and the community to improve student academic achievement. Parent-Teacher conferences and quarterly curriculum meetings will be held to support parents. *The PFE Coordinator or Liaison and Principal will meet monthly* with all stakeholders to gather input and develop a plan to support all families.

Of Parents - UAFA will work as a school to aid parents in understanding state and district academic information connected to their students' learning and progress, as well as information regarding Federal programs. UAFA will provide workshops for parents to gain knowledge about the challenging state academic standards, local academic assessments, as well as the required assessments for Georgia students, including alternative forms of assessment. Workshop dates and locations will be posted on ClassDojo, Infinite Campus, and the school's website. They will also be included in each Title I school's weekly or monthly newsletter, depending on the campus's publication schedule.

UAFA will send information out to parents and post on the school's Class Dojo page resources that will help parents work with their children at home. Copies of these materials

will be made available for those families who may have limited internet access. To assist parents with understanding the online student information systems, such as Infinite Campus Parent Portal and other digital educational resources, UAFA will provide workshops to support parents in accessing these resources.

The UAFA parent handbook states that parents are required to volunteer a minimum of 10 hours per school year combined as a family, and they are given several opportunities to gain these hours throughout the school year. Credit for participation in schoolwide activities will be documented through a sign-in sheet and/or electronic tracking software. In addition, parents are viewed as partners in education, and therefore, Utopian Academy provides flexible opportunities for parents to complete their volunteer hours. Volunteer opportunities will be posted on Class Dojo, on the website, and through Infinite Campus.

Of School Staff - The PFE liaison, with the assistance of its parents, educates its teachers, specialized instructional support personnel, principal, and other school leaders and staff on the value and utility of the contributions of parent programs, and builds ties between parents and schools by implementing some or all the following:

- Creating and delivering a presentation to all faculty and staff in the fall of each year called “Effective Collaboration between the School and Parents,” on how to effectively team with parents to ensure maximum student achievement. The liaison will be responsible for inviting all parents to participate in the creation and delivery of this training.
- Participating in professional learning opportunities provided by the GA Department of Education that focus on parental involvement, diversity, and communication skills, and will share what she learns with teachers and staff.
- Collaborating with local and state agencies that provide programs for parents and families.
- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of training.

UAFA Engagement team of liaisons will coordinate and integrate parent and family engagement activities with partners, such as Clayton State University, Parent Resource centers, and area high schools that encourage and support parents in more fully participating in the education of their children. The Liaisons will coordinate transition programming for students entering the next phase of their educational journey, including transitions from kindergarten to first grade, fifth to sixth grade, eighth to ninth grade, and twelfth grade to postsecondary education or career pathways. These programs and initiatives will be collaboratively developed and facilitated by the Engagement Team, with each Liaison providing campus-specific support at the elementary, middle, and high school levels.

To prepare 8th-grade students for high school transition, we will collaborate with local area high schools and connect parents with other parent resources through community partnerships. UAFA will collaborate with Clark Atlanta University, Morehouse, and Spelman to provide advanced learning opportunities that equip students with college readiness. Students will participate in our college and career readiness SEL sessions and collaborate with partner colleges to increase college readiness. Transition support will also be afforded to incoming 6th graders.

To ensure that information related to district, school, parent programs, and activities is available to all parents, each Title I school is required to send home and post online

information for parents and family members in an understandable language and uniform format. At the beginning of the year, school staff will be trained on parent notifications, and parents will be used to help with communication using the Talk and Learn system. Resources will be sent home in parents' native language, where applicable, and interpreters will be provided at parent events. Information posted on the school's website will be translated to the extent practicable. The school will also utilize Infinite Campus, Class Dojo, and the school's website to post information for parents. Each year, the UAFA will conduct an evaluation of the content and effectiveness of this Parent and Family Engagement Policy and the family engagement activities to improve the academic quality of the Title I schools through an annual parent survey and the Stakeholder Input meeting.

Beginning in April, UAFA will send home a survey to parents to provide valuable feedback regarding the parent and family engagement activities and programs. These surveys will also be posted on the school's website for parents to complete. In addition to the annual survey, the school will also use the Stakeholder Input meeting to facilitate group discussions to discuss the needs of parents of children eligible to receive Title I services and design strategies for more effective family engagement.

UAFA will use the findings from the school forums, and the survey results to design strategies to improve effective family engagement, to remove possible barriers to parent participation to remove possible barriers to parent participation, and to revise its parent and family engagement policies.

Accessibility

In carrying out the Parent and Family Engagement requirements established by Section 1116 of the ESSA, the FEC will work to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a language parents can understand.

Parent Engagement

Utopian Academy for the Arts schools expects parents of students to be actively involved in the student's education. For faculty and staff to effectively educate children, we welcome our parents as partners. Parents are strongly encouraged to participate in a variety of activities and forums that will support our students academically and add to the vitality of our school. Parents will be expected to participate and sign an agreement with the school. Additionally, at Utopian Academy for the Arts, all parents are required to complete 10 hours of volunteer service per school year, as referenced in our charter contract.

A parent conference is a formally scheduled conversation between faculty and parents to discuss the student's development and progress. Parents will be required to confer with faculty about their child's/children's social and academic achievement on a regular basis, as scheduled by the school. Parents should attend parent conferences to receive written report cards. Also, the school encourages parents to initiate these conferences about their questions and concerns with the School Leadership.

Parent Teacher Organization (PTO)

To promote and increase parental involvement and leadership, the Flagship Engagement Liaison has developed the Parent Teacher Organization (PTO). **Contact the Parent-Family &**

Engagement (PFE) Liaison, Mrs. Keely Sutton, for additional information on these organizations.

At the UAFA at Trilith, we believe strong school-home partnerships are essential to ensure student success. We are committed to maintaining consistent, clear, and meaningful communication with our families through multiple platforms.

Our communication systems include:

Live School - a digital, points-based behavior management and school culture platform. Schools use it to track student behavior, run rewards programs, and share data with parents.

Infinite Campus Parent Portal - Our official student information system, where families can securely access grades, attendance records, schedules, report cards, and important academic data in real time.

Parent Letters & Flyers - Sent home to provide important information regarding events, academic updates, policies, and school activities.

Phone conferences - Teachers and administrators connect with families via phone to discuss student progress, address concerns, and provide support.

Face - to - Face Teacher/Parent Conferences - Scheduled in-person meetings allow for collaborative discussions about academic achievement, behavior, and individualized plans for student success.

Social Media - Information is posted to keep families informed about upcoming events, celebrations, academic focus areas, and important dates.

We encourage open and ongoing communication and welcome parent engagement as a vital part of our school community. Together, we ensure that every scholar has the support needed to soar academically, socially, and creatively.

MCKINNEY-VENTO POLICY (FOR HOMELESS STUDENTS):

Legal Reference: 42 USC §11431 et seq.

It is the policy of UAFA to ensure that homeless children and youth are provided with equal access to its educational programs, have an opportunity to meet the same challenging state of Georgia academic standards, are not segregated based on their status as homeless and to establish safeguards that protect homeless students from discrimination based on their homelessness.

Notification

Families shall be notified of their rights under the McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11434a et seq. (the Act) and directed to contact the Homeless Education Liaison at Utopian Academy for the Arts to request additional information or assistance. Notification of these rights shall be included in the Parent/Student Handbook and in any other manner deemed appropriate by the school.

The answers to this questionnaire help determine eligibility for services under the federal McKinney-Vento Act, 42 U.S.C. § 11435. For more information, please get in touch with The Homeless Education Project at 941-255-7480.

Your children have the right to:

1. Continue to attend school in the school they attended before you became homeless (school of origin).
2. Receive transportation to the school of origin.
3. Enroll in school without giving a permanent address and attend classes while the school arranges for a school transfer, immunization records, or other documents required for enrollment.
4. Receive the same special programs and services, if needed, as provided to all other children served in these programs.
5. Have enrollment disputes quickly addressed.

The McKinney-Vento Homeless Education Assistance Act ensures the educational rights above for scholars who are homeless. If you wish to have a copy of this document, please contact the Main Office. Presently, are you and or your family living in any of the following situations?

Identification

In accordance with the Act, the term “homeless children and youth” means individuals who lack a fixed, regular, and adequate nighttime residence due to economic hardship. This includes:

- a) Children and youth who are forced to share the housing of other persons due to the loss of housing, economic hardship, or a similar reason; live in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; live in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- b) Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
- c) Children and youth who live in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or,
- d) Migratory children who are living in circumstances set forth in items a, b, and c.

Unaccompanied youth are students who are not in the physical custody of a parent/guardian and may be considered homeless if they meet the above definition. Homeless status is determined in cooperation with the parents/guardians, or in the case of an unaccompanied youth, the Homeless Education Liaison.

In collaboration with school personnel and community organizations, the Homeless Education Liaison will identify children and youth in transition, both in and out of school. Additionally, ELL and Homeless students will also be identified in a school-wide screening under IDEA Child Find Query (CFQ) during enrollment.

School Selection

Homeless children and unaccompanied youth have the right to attend school with other children or youths who are not homeless. A student identified as homeless may select to attend school at their school of origin or in the attendance area where the family currently resides, if it is in their best interest.

The student may continue to attend the “school of origin”, which is the school he or she attended when permanently housed; the school in which he or she was last enrolled; or the designated receiving school at the next grade level if he or she has completed the grade levels at the school of origin. If attending their school of origin, he or she may continue attending for the duration of homelessness or for the remainder of the current academic year if he or she becomes permanently housed during the academic year.

If not attending school of origin, they may enroll in any public school where a non-homeless student who lives in the attendance area where he or she is living is eligible to attend.

Enrollment

Identified students shall immediately be enrolled in school to attend classes and participate fully in school activities, including, if the child or youth is unable to produce records normally required for enrollment, including but not limited to previous academic records, immunization or other health records, proof of residency, or other documents. The school shall immediately contact the student’s previous school to obtain available school records. Records ordinarily kept by the school will be maintained so that they are available in a timely fashion when the student enters a new school or school district.

If (a) the grade level for which a homeless child or youth has applied has more applicants than spaces available and results in a lottery during the designated time on an annual basis, or (b) if a homeless student applies for admission after the time of the annual lottery, the student will be designated as residing within the school attendance zone and will be immediately enrolled pending, if necessary, the outcome of the Enrollment Dispute Resolution Process discussed below.

Comparable Services

Homeless children and youth shall be provided services comparable to those offered to other students at this School, including but not limited to transportation, educational services, meals through school meal programs, special education services, career and technical education, and gifted education.

Transportation

Where feasible, applicable, and requested by the parent/guardian, homeless students shall be provided with transportation if it is determined to be in the best interest of the child.

The Homeless Education Liaison is authorized to use a portion of Title I funds for this purpose. Transportation strategies may include, but are not limited to, the following:

- Develop formal or informal agreements with school districts where homeless children cross district lines
- Use public transit where feasible
- Use approved carpools,¹ van or taxi services, including Uber and Lyft
- Reimburse parents and youth for gas²
- Pursue inter-agency solutions

Homeless Education Liaison

The school will appoint a homeless education liaison who shall ensure homeless children and youth, or their parent/guardian, and unaccompanied youths are:

1. Identified by school personnel;
2. Enrolled, have an equal opportunity to succeed in school, and receive the educational services for which they are eligible;
3. Provided referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services;
4. Informed of the educational and related opportunities available and provided meaningful opportunities to participate in their children's education;
5. Informed of all transportation services, including to the school of origin; and
6. Provided written notice of rights under the Act

The Liaison's duties shall also include ensuring:

1. Public notices of the educational rights of homeless children and youth are disseminated in locations frequented by the parents/guardians or unaccompanied youths, including but not limited to schools, shelters, public libraries, and soup kitchens.
2. School personnel receive training on the possible indicators of homelessness, sensitivity in identifying families and youth as in transition, and procedures for forwarding information indicating homelessness to the Liaison.
3. Coordination of services with local service agencies and other agencies or programs providing services to homeless children and youths and their families, to minimize educational disruption for homeless children and youths who become homeless.
4. That a residency inquiry is included in the initial enrollment information and instruct the school registrar and secretary to inquire about possible homelessness upon the enrollment and withdrawal of every student and to forward information indicating homelessness to the Homeless Liaison.
5. Eligible students are appropriately reported to the Georgia Department of Education.

Dispute Resolution

If there is a dispute under the Act over eligibility, school selection, or enrollment in UAFA, it shall be resolved using the following process.

Step 1:

The parent/guardian or unaccompanied minor must file a written request for dispute resolution with the Homeless Education Liaison to initiate the dispute resolution process. The homeless child or unaccompanied youth shall be immediately enrolled in the school until the dispute is

resolved. The Liaison shall carry out the dispute resolution process as expeditiously as possible for homeless children and unaccompanied youths.

Within five (5) business days of receipt of the letter, a written explanation shall be provided to the parent/guardian or unaccompanied youth for any enrollment decision, along with a copy of their rights to appeal against the decision.

Step 2:

A parent or unaccompanied youth must notify the Homeless Education Liaison of his or her intent to appeal the decision to the Governing Board within 10 school days of receiving the explanation of this School. The Liaison shall forward all written documentation and related paperwork to the Board. The Board will review the information and provide a written decision within fifteen (15) school days of receipt.

Step 3:

If the dispute remains unresolved or is appealed following the final decision by the Board, the Homeless Liaison will forward all written documentation and related paperwork to the Georgia Department of Education's Homeless Program Consultant for charter schools for final disposition of this matter.

SCHOOL EXPECTATIONS & GUIDELINES

SCHOOL EXPECTATIONS

SCHOOL HOURS

SCHOOL BEGINS	7:45	AM
SCHOOL DISMISSAL	2:45	PM

ARRIVAL AND DISMISSAL

School doors open at **7:45 am** every day. Unless you have a scheduled appointment with individual teachers or other staff beforehand, scholars are not to be dropped off at school before **7:45 a.m.**

The school day officially ends at **2:45 pm** Monday-Friday, unless otherwise noted via the school calendar. *As your scholar's safety is our top priority at Utopian Academy for the Arts, scholars will not be allowed to leave school grounds with any adult other than their parents/guardians or other designees specified in advance on the scholar's transportation plan.*

- Any adults, including parents/guardians, picking up their scholar will be asked to show ID each day until that adult is recognized on-site by a member of Utopian Academy for the Arts staff.
- Anyone picking up a scholar must be 18 years of age or older.
- Parents/Guardians may make changes and additions to a scholar's transportation plan by filling out a form in the front office with the Office Manager.

Arrival

As stated above, all scholars will remain in the care of the adult dropping off at the school until the official door opening at **7:45 a.m.**, unless enrolled in the before-care program. No scholar should be released from their car on any given morning until a member of School Leadership has officially started the car arrival procedure in the drop-off area. Car rider arrival will run from **7:45 am to 8:00 am** each day. For the safety of all scholars during this time, all cars are required to remain in park until officially dismissed by a member of School Leadership. Scholars entering the building after **7:45 am** will be considered tardy and will report to the main office to receive a tardy slip to be permitted inside the cafeteria. Unless there is a scheduled meeting, parents are not to be in the hallways during arrival time, including tardy drop-offs, as instruction has begun.

Dismissal

Dismissal will begin at **2:45 pm** Monday - Friday, unless otherwise noted via the school calendar. For the safety of all scholars and staff, adults picking up scholars are required to remain in their cars and are not permitted to come to the doors where scholars are released. Scholars will be released by grade level. For the safety of our scholars, all drivers are required to remain in park during the dismissal procedure. Once scholars are released to their cars, a member of School Leadership will signal that the group of cars may circulate out of the parking line. The dismissal line will end at **3:00 pm**.

After Care Payment and Instructions (See below)



BEFORE & AFTER CARE

FACT SHEET

Where Creativity Continues Beyond the School Day!



**HOMEWORK HELP****ENRICHMENT ACTIVITIES****SNACKS PROVIDED****CREATIVE CRAFTS****FUN AND GAMES**

ELEMENTARY AFTER CARE

 Monday - Friday
2:45 PM - 6:00 PM

MIDDLE SCHOOL BEFORE & AFTER CARE

 Monday - Friday
6:45 AM - 7:45 AM (Before)

 Monday - Friday
4:00 PM - 6:00 PM (After)

TRILITH AFTER CARE

 Monday - Friday
3:00 PM - 6:00 PM

- Before and Aftercare registration should be completed via this link:
<https://www.uafaforms.com/forms/after-care-program-registration>
- Payment Link: <https://uafa.revtrak.net/>
- Before & Aftercare applications will be approved within 24-48 hours of submission; children **WILL BE ABLE** to attend the program while the application is pending
- There is **NO** Before Care for elementary school
- **CAPS NOT Accepted**
- Discount is provided for Clayton County Public School employees (With Proof)
Aftercare only: \$30 per week per child

Scan to Register!



ELEMENTARY SCHOOL



- Aftercare \$60.00 per week per child
- Daily Drop-in: \$18.75 per day
- 2nd sibling: **\$50.00** per week per child
- 3rd sibling: **\$45.00** per week per child



MIDDLE SCHOOL



- Before & After Care \$72.00 per week per child
- Before Care **ONLY** \$30.00 per week per child
- Aftercare **ONLY** \$60.00 per week per child
- Daily Drop-in: \$18.75 per day
- \$5 Discount per sibling



TRILITH SCHOOL



- Aftercare \$60.00 per week per child
- Daily Drop-in: \$18.75 per day
- \$5 Discount per sibling



Aftercare only: (discount is given on additional child/children for Aftercare only)



Currently there is **NO** automated withdrawal system. We will notify families before it begins.



Families must use the payment link every **FRIDAY** before service is rendered the following week.



WE DO NOT ACCEPT CASH



BREAKFAST AND LUNCH PROGRAM

School Nutrition Services

UAFA Flagship school nutrition program offers nutritious meals to students. UAFA Flagship offers school-wide breakfast and lunch through the National School Lunch Program. All Utopian Academy for the Arts students will receive meals free of charge through Utopian's engagement in the Community Eligibility Provision (CEP) program with the Nutrition Division of the Georgia Department of Education, which enables all students to receive breakfast, lunch, and snack meals at no cost. Parents do not have to complete a free or reduced meal price application.

Food Allergy Awareness

Utopian Academy is a nut-free and seafood-free campus. To ensure the safety and well-being of all students, nut-containing products are strictly prohibited. Any such items found on campus will be disposed of immediately.

Outside Food Deliveries

Students are **not permitted** to receive food deliveries from services such as Uber Eats, DoorDash, Grubhub, Instacart, Postmates, or similar platforms. Any delivered food will be held in the front office and may be picked up **after school dismissal**.

Meal Prices

Staff and visitor meal prices are itemized below:

\$2.70 breakfast

\$4.00 lunch

Accommodating Students with Special Dietary Needs

The Healthy, Hunger-Free Kids Act requires schools to follow strict meal patterns and dietary specifications. Reasonable modification to meals for students with diagnosed disabilities that restrict diet may be provided as outlined below:

- Submit a **School Special Diet & Allergy Information Form** and send it to the Director of Nutrition at jamelle.boyer@utopianacademy.com.
- The recommended form - “**School Special Diet & Allergy Information**” may be accessed through the school website > Nutrition > Important forms & notices section: <https://utopianacademyforthearts.com/wp-content/uploads/2025/07/Special-Diet-Allergy-Form-PDF.pdf>

The submitted form to request accommodations for special dietary needs must include the following information (which are listed on the form):

- The student's name
- A description of the child's physical or mental impairment and how it restricts the child's diet
- An explanation of how to accommodate the disability
- List any dietary restrictions or special diet instructions for school meals
- List food(s) to be omitted from the diet

- List food(s) to be substituted
- Any designated texture modification
- Any designated consistency modification
- Any special equipment or utensils needed
- Additional comments about the child's eating or feeding patterns
- Signature and contact information of a state-licensed healthcare professional

Students who are lactose intolerant have the option of lactose-free milk with breakfast and lunch meals. Menus are designed to accommodate a variety of diets, including vegetarian and those restricting pork consumption.

Responsibilities of Parents and Guardians Requiring Special Dietary Meals

- Notify the healthcare technician and nutrition manager of any food allergy, disability, or special dietary need regarding the student.
- Provide a medical statement completed by a state-licensed health care professional authorized to write medical prescriptions under state law that includes all the above-listed elements.
- Maintain an open line of communication with the school nurse and director of nutrition and participate in meetings or discussions regarding the student's meal plan.
- Notify the director of nutrition of any changes relating to the special dietary needs or other needs. If changes are needed, the parent or guardian must submit a new form.

Menu and Nutrient Analysis Accessibility

Menus and nutrition information are available on the School Website, <https://utopianacademyforthearts.com/nutrition/>.

UNIFORM POLICY

All Utopian Academy students are required to be in uniform every day. Students are required to be in uniform during field trips and other school related activities as well.

The Utopian Academy for the Arts uniform standards are as follows:

6th Grade Shirts – All Shirts Will Be Tucked In

Girls: Black Utopian Oxford / Polo Shirts

Boys: Black Utopian Oxford/ Polo Shirts

7th Grade Shirts - All Shirts Will Be Tucked In

Girls: Gray Utopian Oxford / Polo Shirts

Boys: Gray Utopian Oxford / Polo Shirts

8th Grade Shirts - All Shirts Will Be Tucked In

Girls: Burgundy Utopian Oxford / Polo Shirts

Boys: Burgundy Utopian Oxford / Polo Shirts

6th, 7th and 8th Grade Bottoms: Any khaki pants, black pants, or black jeans (*Skirts, Shorts, Pants*). **Pants may not be distressed, and no holes of any type should be present.**

SKIRTS, SHORTS, AND SKORTS: Fall two inches below the knee, loose fitting. (No joggers, sweatpants, or leggings, jeggings, jeans)

Shoes/Boots: All footwear must be closed-toe and no slingbacks. Flip flops and crocs are not permitted.

Outerwear (Boys & Girls)

Solid Black, Grey, or Maroon Sweaters/Jackets/Hoodies. All outerwear including sweaters, jackets, and hoodies must be in the before mentioned solid colors. Writing on sweaters, jackets, hoodies shall not be allowed.

Female Dress Code:

BELTS – Any color belt is acceptable.

JEWELRY - Conservative jewelry is permitted. No tongue rings or facial piercings other than ears or nose. Nose rings must be limited to studs; no hoops allowed.

TATTOOS - Fake or Real – Are considered inappropriate and are unacceptable.

HAIR - The style is a parenting decision but the inclusion of items into the hair will meet the following restrictions: the items may not be removed for any length of time during the day. The item will be very secure and if the beads or other small items begin to fall the student will be asked to remove the rest, place them in a bag and take them home. Any items or symbols in the hair that can be interpreted as advocating for or against anything or may be disruptive to the educational environment must be removed. Students may not groom themselves at school. Hairbrushes, combs and other items used outside of the restroom will be confiscated. All students' hair must be a natural color.

HEADWEAR – No disruptive headwear; No hats, scarves, or bandanas of any color.

KEYCHAINS - The keychain should be under the shirt, in the pocket completely, or put in a purse.

UNDERWEAR - No underclothing (panties, bra, slip, or any other item) should ever be visible through any method whether on purpose or accident.

Male Dress Code:

BELTS – Any color is acceptable.

JEWELRY - Conservative jewelry is permitted. No tongue rings permitted or facial piercings other than ears or nose. Nose rings must be limited to studs; no hoops allowed.

TATTOOS - Fake or Real – Are considered inappropriate and are unacceptable.

HAIR- The style is a parenting decision but the inclusion of items into the hair will meet the following restrictions: the items may not be removed for any length of time during the day. The item will be very secure and if the beads or other small items begin to fall the student will be asked to remove the rest, place them in a bag and take them home. Any items or symbols that can be interpreted as advocating for or against anything or may be disruptive to the educational environment must be removed. Students may not groom themselves at school. Hairbrushes, combs and other items used outside of the restroom will be confiscated. All students' hair must be a natural color.

KEYCHAINS - The keychain should be under the shirt, in the pocket completely. The keys or chain should never be visible at school.

UNDERCLOTHES – No underclothing, including but not limited to boxers, brief, or undershirts should be visible, whether on purpose or accident

Uniform Schedule

The following uniform schedule should be observed by all students:

- **Monday, Tuesday, Wednesday, Thursday: Normal dress code.**
- **Friday: Dress Down Day** – Students may wear sweatshirts, hoodies, and other gear that represent UAFA. If students opt out of Dress Down Day, they must abide by the normal dress code.

Our uniform policy will be enforced daily. Students coming to school out of uniform will be required to call a parent/guardian to bring the missing/improperly worn item.

At no time should any aspect of student dress disrupt the learning environment.

Parents or students who have specific questions about a garment's appropriateness, financial assistance, or who would like to request an exemption from the dress code for religious reasons should contact the principal.

Being Out of Uniform

In accordance with the Student Code of Conduct, students will wear a uniform to school every day except when given written permission that it is a "non-uniform day." All elements of our school uniform are listed in the Student Handbook. Students who arrive at school out of uniform will be required to call a parent/guardian to bring the missing item. **If a parent is unable to bring this item, the student will report to the Dean of Students or Principal. However, based on the discretion of School Leadership, an additional consequence may be assigned.**

UTOPIAN ACADEMY ARTS PROGRAM

ARTS INTEGRATION

Utopian Academy for the Arts (UAFA Flagship) sees the arts not as a peripheral part of the curriculum, but as an essential part of the knowledge all children should cultivate. Early instruction in the arts should be noncompetitive and provide many opportunities to sing, dance, listen to music, act, read and write poetry, draw, paint, make objects, and explore nutrition through academics. Equally important, children should be exposed to journalism, video production, fine paintings, great music, and other inspiring examples of art. As children progress in their knowledge and competencies, they can begin to learn more about the methods and terminology of the different arts and become familiar with an even wider range of great artists and acknowledged masterworks. Through attaining a basic knowledge of the arts, children are not only better prepared to understand and appreciate works of art but also to communicate their ideas, feelings, and judgments to others.

Utopian Academy for the Arts will offer classes in the dramatic arts, media arts, and animation for students as a supplement to the Georgia Standards of Excellence.

Creative & Digital Arts:

- Gaming
- Animation
- Coding
- Media Arts

FINE DEPARTMENT POLICY

Every student in the school of the arts program is required to meet specific academic and behavior guidelines. Upon participating in a production/event, parents and scholars must sign a Fine Arts contract stating that, to remain in the production/event, the guidelines below must be met.

- A. Scholars cannot receive two or more discipline referrals.
- B. Scholars cannot receive grades of Needs Improvement or Unsatisfactory for behavior.
- C. Scholars must attend all rehearsals and meet required deadlines. Students may submit in writing one excused absence notice to the Dean of Arts.

Academic Failure to meet the standards below in any grading period will result in academic probation from the Utopian Academy for the Arts: Fine Arts Department production/event.

- A. Scholars will be responsible for submitting weekly grades to the Dean of Arts.
- B. Scholars who fail within two consecutive weeks of the grade check period

Failure to meet the standards below in any grading period will result in dismissal from the Utopian Academy for the Arts: Fine Arts Department production/event.

- A. Scholars who fail to abide by the Student Code of Conduct as outlined in the Utopian Academy for the Arts Parent/Student Handbook.
- B. Scholars who fail to maintain a “C” average in all their classes.

- C. Scholars who receive any disciplinary infraction that has been referred to administration, resulting in detention, ISS, or OSS.
- D. The student/parent will be required to provide an excuse for all subsequent tardiness or absences according to the Georgia State Board Rule 160-5-1-10. Students who fail to meet this expectation will be dismissed from the Utopian Academy for the Arts: Fine Arts Department production/event.

MEDIA RELEASE OPT-OUT FORM

Completion of this form advises UAFA of your choice not to have your child's name, image, voice, or likeness appear in any form of media communication (Internet, photography, publishing, recording or videotaping) generated by UAFA or newsgathering organizations (news media).

NOTE: If this form is not completed, it will be considered that **you are allowing** your student to participate in publicity-related activities and news media opportunities as described below. THE GUARDIAN WILL NOTIFY THE PRINCIPAL OF THE SCHOOL IN WRITING WITHIN 10 DAYS OF RECEIPT OF THE STUDENT HANDBOOK OR BY AUGUST 31 OF THE SCHOOL YEAR, WHICHEVER IS LATER.

Legal First Name	Legal Middle Name	Legal Last Name	Grade

Additionally, you are expressing that you do not wish for your child to participate in any UAFTA-approved media or publicity interviews or discussions that may be used for promotional or newsgathering purposes unless you direct otherwise.

IF YOU DO NOT WANT YOUR CHILD'S NAME, IMAGE, VOICE OR LIKENESS USED, PLEASE CHECK THE BOX AND SIGN BELOW.

☐ I do not authorize staff and/or news-gathering organizations to interview, record, photograph, videotape, or use my child's likeness and name in publicity or news-gathering purposes.

Signature of Parent/Legal Guardian Date

**Each school is to keep this form in the student's permanent record folder.*

ACADEMIC POLICIES AND PROGRAM

ACADEMIC POLICIES AND INFORMATION

UAFA Flagship is committed to nurturing scholars' growth and development by providing intentional, rigorous academic programming that prepares them for life in college and beyond.

UAFA Flagship curriculum is aligned to the Georgia Standards of Excellence. Education “standards” define expectations for student learning by stating what scholars should know at the conclusion of a course of study. Standards define learning expectations. Standards do not dictate curriculum (i.e., textbooks and reading lists) or prescribe a method of instruction. The Georgia Standards of Excellence are meant to provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. Instructional practice of UAFA Flagship includes, but is not limited to:

- Ongoing, informal assessment
- Emphasis on critical thinking and problem-solving
- Individualized educational plans
- Guided practice and spiraled review
- Integrated language arts
- Academic skills taught within context
- Professional life skills and training
- Active versus passive learning
- Hands-on activities
- Emphasis on independent functioning
- Writing across all content areas
- Regular, formal assessment
- Standardized state assessments
- Cultural awareness through the arts

SINGLE GENDER EDUCATION

Students enrolled at Utopian Academy for the Arts will take core academic classes with peers of the same gender. The rationale for the enrollment plan for Utopian Academy for the Arts is to provide a significant educational benefit for students in a gender-based classroom environment.

In the last few years, the creation of single-gender schools have been embraced in various parts of the U.S. as a strategy for ameliorating the risks and hardships commonly associated with the academic performance and social development of Black and Latino students. Many theories have been offered as a reason that single gender learning environments work better for some students. In single gender schools, preoccupation with students of the opposite gender is eliminated, allowing for a more single-minded focus on academics. Our school design has been strategically informed by research on the efficacy of a gender-based educational model for our student population.

HOMEWORK EXPECTATIONS

The goal of homework is to instill a sense of accountability, motivation, and self-confidence. Research shows that homework is good for children; it boosts overall academic performance and teaches students responsibility. Young children must understand that their schoolwork is important; they get that message when families make homework a priority. More importantly, making homework a priority gives children increased opportunities to learn. UAFA Flagship wants children to continue learning beyond the school day; homework is a powerful way to extend learning.

Parents/guardians are encouraged to insist that homework be taken seriously and done carefully. Please make it a habit of checking your child's homework each night. An average of one hour per night.

Homework will be assigned at the teacher's discretion. Occasionally, classes may assign projects to be completed in place of or in addition to nightly homework. All homework is expected to be completed nightly and submitted the next day unless otherwise stipulated by the teacher. Make-up assignments and extensions may be granted at the sole discretion of the teacher.

When projects are issued, the teacher will review the expectations, grading, and deadlines with students in class. Students will receive a rubric that they will sign, indicating they understand the project. Students will be required to bring this document home to be signed by the parent/guardian to ensure that all stakeholders are aware of the project components, expectations, and deadlines.

REPORT CARDS

Communication between the home and school helps bind the student, parents, guardians, teacher, and administration into a team working toward a common goal. At any time, parents may contact teachers or administrators to schedule a meeting and discuss their child's progress.

Report Cards are designed to inform parents/guardians of their scholar's academic growth as well as any potential academic problems their scholar may be experiencing. Report Cards may also be used to acknowledge students who are doing outstanding work, or a student who is making significant academic progress due to exceptional effort. Students in 6th – 8th grade will receive letter grades. Utopian Academy for the Arts follows a semester grading schedule. Each student in grades 6 – 8 will receive 4 progress reports and 4 report cards.

Your child's report card may be held in the office if your child has outstanding account balances, including but not limited to, textbook replacement costs, unpaid meal fees (breakfast/lunch), and/or balances for before/after school care. Any student who loses or damages a textbook will pay for that textbook within two weeks of the initial notice being sent to the parent. Report cards will be sent digitally through the IC portal.

Core Content Grade Weights

Within each content area, the grade weights are as follows:

Categories	Inclusions	Weights
Classwork	Class Paper to Pencil Small Group Work In Class Projects <i>Arts/PE (Participation)</i>	40%
Homework		10%
Tests	Unit Assessments Summative Assessments <i>Arts/PE (Performances)</i>	20%
Quizzes	Formative Assessments	15%
Projects		15%

Arts Department Grade Weights

Categories	Inclusions	Weights
Classwork	Class Paper to Pencil Small Group Work In Class Projects	20%
Homework		10%
Tests	Unit Assessments/Projects Summative Assessments/Projects	40%
Performance-Based Tasks	Quizzes (Performance Based/Written) Exit Tickets (Performance Based/Written)	30%

TESTING

All students, 6th – 8th grade, will participate in the Georgia Milestones Assessment each spring. Students' scores will be shared with parents and kept on file at the school. In addition, Utopian Academy for the Arts uses many different forms of assessment during the school year to measure students' academic progress. The different forms of assessment include but are not limited to teacher-generated tests, curriculum-based unit tests and quizzes, student portfolios, presentations, projects, and nationally norm-referenced assessments.

PROMOTION AND RETENTION POLICY

At Utopian Academy for the Arts, promotion to the next grade level is based on mastering the standards in the scholar's current grade level. Promotions will be based on scholars' grades, standardized test scores, attendance, homework completion record, and other assessment measures

taken during the year. Decisions to promote or retain are administrative decisions based on the student's progress, achievement, attendance, and Milestones Assessment. Students who receive supplemental assignments during the summer must complete these requirements to be considered for placement as necessary. Special consideration will be given to students who have Individualized Education Plans (IEPs) when making grade promotion and retention decisions. However, decisions regarding promotion or retention are administrative decisions and are not dictated by a scholar's IEP. Students with IEPs who have significant attendance, academic, or behavioral problems unrelated to their IEPs may be at risk of retention for these reasons.

For additional information regarding promotion and retention, please refer to the "Promotion and Retention Policy" Addendum.

Requirements of O.C.G.A. § 20-2-282 and SBOE rule 160-4-2-.11

PROMOTION AND RETENTION OF STUDENTS IN GRADES 1-8.

(1) DEFINITIONS.

- a. Accelerated instruction – challenging instructional activities that are intensely focused on student academic deficiencies in reading and/or mathematics. This accelerated instruction is designed to enable a student who has not achieved grade level, as defined by the Governor's Office of Student Achievement, to meet grade level standards in the shortest possible time.
- b. Additional instruction – academic instruction beyond regularly scheduled academic classes that is designed to bring students not performing on grade level, as defined by the Governor's Office of Student Achievement, to grade level performance. It may include more instructional time allocated during the school day, instruction before and after the school day, Saturday instruction, and/or summer/inter-session instruction.
- c. Differentiated instruction – instructional strategies designed to meet individual student learning needs.
- d. Grade level – standard of performance, as defined by the Governor's Office of Student Achievement, on the Georgia Milestones End-of-Grade Assessments.
- e. Placement – the assignment of a student to a specific grade level based on the determination that such placement will most likely provide the student with instruction and other services needed to succeed and progress to the next higher level of academic achievement.
- f. Placement committee – the committee established by the local school principal or designee to make placement decisions concerning a student who does not achieve proficiency on the Georgia Milestones End-of-Grade Assessments. This committee shall be comprised of the principal or designee, the student's parent or guardian, and the teacher(s) in the content area(s) in which the student did not achieve grade level on the Georgia Milestones End-of-Grade Assessments.
- g. Promotion – the assignment of a student to a higher grade level based on the student's achievement of established criteria in the current grade.
- h. Retention – the re-assignment of a student to the current grade level during the next school year.

(2) PROMOTION STANDARDS AND CRITERIA FOR GRADES 6 – 8

All of part of the following indicators shall be considered:

a. PROMOTION

i. Grades 6 – 8

- a. Number of failing grades (failing 2 or more subjects for the year).
- b. Standardized test scores (including state and/or district adopted assessments in reading and math).
- c. Math and reading performance
- d. Previous interventions (including RTI)
- e. Previous retentions
- f. Age and maturity of the student
- g. Excessive absences
- h. Teacher recommendation

b. PLACEMENT/RETENTION

- i. The principal or designee shall implement a process to:
 - a. Determine whether each student shall be retained or placed based on a review of the overall academic achievement and any reasons for suggesting a good cause exemption.
 - b. Develop an accelerated, differentiated, and/or additional instructional plan for each student who does not achieve grade level
 - c. Develop a plan of continuous assessment during the subsequent school year to monitor the student's academic progress
- ii. The principal or designee shall annually notify parent(s)/guardian(s) that promotion, placement, or retention of a student into a grade, class, or program will be based on the student's academic achievement.
- iii. Placement decisions will be made on an individual basis. If a student is retained, written documentation of evidence supporting the decision will be filed in the student's permanent record.
- iv. If placement or retention is recommended, the principal or designee will consult with the child's parent(s)/guardian(s). The principal will have the final authority regarding placement and retention decisions. The student's parent(s)/guardian(s) will be notified of the final decision.
- v. Students who spend a second year in any grade will be provided accelerated, differentiated, and/or additional instruction.
- vi. In general, no student should be retained without being a part of an intervention process, which may include identification, assessment, analysis or results, intervention strategies, parental notification, and progress monitoring.

c. REQUIREMENTS FOR GRADES 3, 5, AND 8.

- i. Promotion of a student shall be determined as follows.
 - a. No third-grade student shall be promoted to the fourth grade if the student does not receive a grade-level reading determination of "On/Above Grade Level" on the Georgia Milestones End-of-Grade Assessments and meet promotion standards and criteria established in this policy for the school that the student attends.
 - b. No fifth grade student shall be promoted to the sixth grade if the student does not receive a grade level reading determination of "On/Above Grade Level" on the Georgia Milestones End-of-Grade Assessment and attain an

- achievement level of “Developing Learner”, “Proficient Learner”, or “Distinguished Learner” on the mathematics section of the Georgia Milestones End-of-Grade Assessment and meet promotion standards and criteria established in this policy for the school that the student attends.
- c. No eighth grade student shall be promoted to the ninth grade if the student does not receive a grade level reading determination of “On/Above Grade Level” on the Georgia Milestones End-of-Grade Assessment and attain an achievement level of “Developing Learner”, “Proficient Learner”, or “Distinguished Learner” on the mathematics section of the Georgia Milestones End-of-Grade Assessment and meet promotion standards and criteria established in this policy for the school that the student attends.
 - d. The school principal or designee may retain a student who performs satisfactorily on the Georgia Milestones End-of-Grade Assessments but who does not meet promotion standards and criteria established in this policy.
- ii. When a student does not perform at grade level in grade 8 on the Georgia Milestones End-of-Grade Assessments specified in section (a) above, then the following shall occur:
 - a. Within ten calendar days, excluding weekends and holidays, of receipt of the Georgia Milestones End-of-Grade Assessments individual student scores, the school principal or designee shall notify in writing by first-class mail the parent or guardian of the student regarding the following:
 - i. The student’s below-grade-level reading designation and/or the mathematics achievement level on the Georgia Milestones End-of-Grade Assessments;
 - ii. The specific retest(s) to be given to the student and testing date(s);
 - iii. The opportunity for accelerated, differentiated, or additional instruction based on the student’s performance on the Georgia Milestones End-of-Grade Assessments; and
 - iv. The possibility that the student might be retained at the same grade level for the next school year.
 - v. The student shall be given an opportunity for accelerated, differentiated, or additional instruction in the applicable subject(s) before the retesting opportunity; and
 - vi. The student shall be retested with appropriate section(s) of the Georgia Milestones End-of-Grade Assessments or an alternative assessment instrument that is appropriate for the student’s grade level, as provided for by the State Board of Education and this board.
 - vii. The student will not participate in 8th-grade promotion activities if they do not perform at grade level on the Georgia Milestones End-of-Grade Assessments specified in section (a) above during the first administration of the test.
 - iii. When a student does not perform at grade level on the Georgia Milestones End-of-Grade Assessments in grades 3, 5, and 8, and also does not perform at grade level on a second opportunity to take the assessment, then the following shall occur:

- a. The school principal or designee shall retain the student for the next school year except as otherwise provided for in this policy.
- b. The school principal or designee shall notify in writing by first-class mail the parent or guardian of the student and the teacher(s) regarding the decision to retain the student.
 - i. The notice shall describe the option of the parent or guardian or teacher to appeal the decision to retain the student.
 - ii. The notice shall describe the composition and functions of the placement committee; it shall describe the option of the parent or guardian, teacher(s), or principal to invite individuals who can provide information or facilitate understanding of the issues to be discussed to attend the placement committee meeting (note that this is sample verbiage and is not mandated for inclusion in the policy); and
 - iii. The notice shall include the requirement that the decision to promote the student must be the unanimous decision of the placement committee comprised of the parent or guardian, teacher(s), and principal or designee.
- iv. If the parent or guardian or teacher(s) appeals the decision to retain the student, then the school principal or designee shall establish a placement committee to consider the appeal.
 - a. The placement committee shall be comprised of the principal or designee, the student's parent or guardian, the executive director, and the teacher(s) of the subject(s) of the Georgia Milestones End-of-Grade Assessments or the alternative assessment instrument on which the student failed to perform at grade level.
 - b. The principal or designee shall notify in writing by first-class mail the parent or guardian and teacher(s) of the time and place for convening the placement committee.
 - c. The placement committee shall review the overall academic achievement of the student considering the performance on the Milestones End-of-Grade Assessments or the alternative assessment instrument and promotion standards and criteria established in this policy for the school that the student attends and decide to promote or retain.
 - d. The decision to promote must be the unanimous decision of the placement committee and must determine that if promoted and given accelerated, differentiated, or additional instruction during the next year, the student is likely to perform at grade level by the conclusion of the school year.
 - e. The placement committee shall prescribe such additional assessments as may be appropriate in addition to assessments administered to other students at the grade level during the year.
 - f. The placement committee shall provide for a plan of continuous assessment during the subsequent school year to monitor the progress of the student.
- v. A plan for accelerated, differentiated, or additional instruction must be developed for each student who does not achieve grade level performance in grade 8 on the

- Georgia Milestones End-of-Grade Assessments specified in section (a) above, whether the student is retained, placed, or promoted for the subsequent year.
- vi. A student who is absent or otherwise unable to take the Georgia Milestones End-of-Grade Assessments in language arts and/or mathematics on the first administration or its designated make-up day(s) shall take the Georgia Milestones End-of-Grade Assessments in language arts and/or mathematics on the retest administration day(s) or an alternative assessment instrument that is appropriate for the student's grade level as provided for by the State Board of Education and this board. Placement or promotion of these students shall follow the same procedures as students who do not achieve grade level on the first administration of the assessment.
 - vii. A student's failure to take the Georgia Milestones End-of-Grade Assessments in grades 3, 5, and 8 in language arts and/or mathematics on any of the designated testing date(s) or an alternative assessment instrument that is appropriate for the student's grade level as provided for by the State Board of Education and this board shall result in the student being retained. The option of the parent or guardian or teacher(s) to appeal the decision to retain the student shall follow the procedure outlined in this rule.
 - viii. For students receiving special education or related services, the Individualized Education Plan Committee shall serve as the placement committee. The IEP Committee will consider the following:
 - a. Absences
 - b. progress on IEP goals and objectives
 - c. teacher reports
 - d. Standardized test scores
 - ix. The decision of the placement committee may be appealed as follows: (If applicable, place your district's local appeals policy here.)

FIELD TRIP POLICY

Field trips are a privilege and not a right; thus, we reserve the right to deem student's ineligible to attend when students have not exhibited behavior consistent with the student code of conduct. However, we will provide those students unable to attend with classwork congruent with the experience when the field trip is directly related to an academic content area and standard.

ADMISSIONS AND ENROLLMENT

ADMISSIONS POLICY

Student Admissions Policies and Procedures

As a free public school, UAFA Flagship shall admit all students who wish to attend the school. No test or assessment shall be administered to students before acceptance and enrollment into the school. Students will be considered for admission without regard to race, ethnicity, national origin, gender, or disability.

The application process at UAFA Flagship is comprised of the following:

- Completion of a Student Registration and Application document
- Attendance at a New Parent Orientation Meeting
- Parent signature on school contract
- Proof of Immunizations and proof of minimum age requirements, e.g., birth certificate
- Home Language Survey
- Completion of Emergency Medical Information Form

UAFA Lottery

Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event this happens, UAFA Flagship will hold a public random drawing to determine enrollment for the impacted grade level, except for existing students (2nd year forward) who are guaranteed enrollment in the following school year. Enrollment preferences in this case of a public random drawing shall be allowed in accordance with school policy.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. The wait list will allow students the option of enrollment in the case of an opening during the school year in accordance with UAFA Flagship's enrollment policies and procedures.

IMMUNIZATION REQUIREMENTS

GA. Rules & Regs Ch. 511-2-2-.07 Religious Objections to Required Immunizations

(1) Except as provided in subsection (2) below, a child shall be exempt from the required immunizations if the parent or legal guardian has filed with the school or childcare facility a completed affidavit on DPH Form 2208.

(2) When the Department of Public Health (the "Department") or a County Board of Health determines that an epidemic or the threat of an epidemic exists, the Department or Board shall immediately notify the governing authorities of all schools and childcare facilities within the affected area. Under those circumstances, the Department or Board may require immunization for those who object on the grounds of religious beliefs and may prohibit attendance at schools or childcare facilities within the area by unimmunized children.

(3) Persons who wish to register a religious objection to the vaccination of their child shall do so using the following DPH Form 2208:

TECHNOLOGY USE POLICIES

CHARTER SCHOOL TECHNOLOGY ACCEPTABLE USE POLICY

Utopian Academy for the Arts (UAFA) recognizes that electronic media, including the Internet and electronic mail, enhance the quality and delivery of instruction in our school by providing access to unique resources and opportunities for collaborative work. Any electronic activity conducted by employees, students, or other persons via the school's network or using Utopian Academy's equipment, computer resources, hardware, or software is subject to inspection and monitoring. There should not be any expectation of privacy while on the school network or using school devices. Use of electronic systems shall be in support of and consistent with the vision, mission, and goals established by Utopian Academy for the Arts and for the purpose of instructional and administrative support. The use of electronic technology is a privilege which may be revoked at any time.

All data accessed, stored, or transmitted via the school's electronic resources shall be used in a responsible, ethical, and lawful manner. Any unauthorized use or any failure to comply with applicable law, policy, and rules relating to the use of electronic resources may result in the loss of electronic devices, network access and/or the imposition of disciplinary actions. Unauthorized use includes, but is not limited to, participation in programming vandalism or "hacking" activities; accessing, viewing transmitting, storing, or displaying of offensive materials or messages including, but not limited to, those that contain the following: sexually explicit images or information; ethnic/racial slurs; defamatory, abusive, obscene, profane, or threatening language; encouragement of the use of controlled substances; or illegal material.

At all times, students, staff, and visitors shall be strictly prohibited from using Utopian Academy's equipment, devices, hardware, software, and/or the school's network with school or personal devices to access, send, receive, view, or download obscene materials, child pornography, or material that is harmful to minors. All persons who willfully violate this prohibition will be subject to disciplinary or other punitive measures regardless of whether the violation occurred while on school property, a school bus or other school vehicle, a school-related function, or elsewhere.

In accordance with state law, the school uses technology protection measures to inspect and analyze unencrypted internet traffic for malware and to block or filter electronic access to obscene materials, child pornography, or material that is harmful to minors.

Use of School Devices

Any technology, network, or device owned by the school and utilized by employees and/or students shall only be used for the express purpose for which it was intended and with respect to the school's approved security measures. This may include, but not be limited to, the use of strong passwords (including 2-step authentication), limiting approved applications and system updates, limiting permission levels for users, and the immediate reporting of damage to any device. Employees shall only utilize their own login credentials, and students shall utilize only the credentials they are provided by school staff, if applicable.

At no time shall school devices be used to take or disseminate pictures, videos, or other audio or visual recording without the permission of a teacher or school staff and for educational purposes.

At all times, users shall adhere to the information security policies adopted by the School. Any employee, student, parent, or visitor who violates such policies may have their system access privileges revoked and/or may be subject to appropriate disciplinary consequences.

Complaints

An employee, student, or parent who believes this policy has been violated may file a written complaint with the principal within 10 business days of first becoming aware of an alleged violation. The complaint shall include the name and contact information of the complainant and all pertinent information about the violation that is known, including, but not limited to (1) identity of the alleged violator; (2) the date on which the alleged violation occurred; (3) the specific activity alleged to have violated this policy; (4) the device and/or network on which the violation occurred; (5) any witnesses to the alleged violation; and (6) any other information known to the complainant about the alleged violation.

Upon receipt of a written complaint, the principal, or his/her designee shall investigate the alleged violation and provide a written response within 15 business days. If additional time is needed to appropriately investigate and respond to the complaint, an estimate of the anticipated timeline for responding should be provided at that time.

Charter School Technology Use Agreement For Internet Access & Digital Devices

Before using or being assigned Utopian Academy for the Arts Charter Network devices, networks, equipment, hardware, servers, or other school technology (collectively referred to as “school equipment”), all students and parents must agree to follow the terms of this Charter School Technology Use Agreement and the Internet Acceptable Use Policy. Failure to follow these requirements may result in the privilege of using school equipment being revoked and/or disciplinary action.

- I have received and reviewed the **Charter School Technology Acceptable Use Policy** and agree to its terms.
- I will only use my School-assigned device with respect and care and will not do anything to intentionally damage the equipment or installed programs. I will only keep my device in the case provided and leave it in safe and secure areas.
- I will not decorate or deface any part of my School-assigned device or other school equipment.
- I will immediately report any loss or damage to my School-assigned device to my teacher. Students who lose or damage School-assigned devices beyond normal wear and tear or have their device stolen may be required to pay for the lost or damaged device.
- I will only use my School-assigned device and other school equipment for authorized school purposes and in a responsible, ethical, and lawful manner. I will only access programs, websites, applications, games, and technology resources approved by my teacher.
- I will not use my School-assigned device or other school equipment to take pictures, videos, or other audio or visual recordings without the permission of my teacher or other school staff.
- I will follow all technology security measures and will not intentionally change or interfere with School security protocols. This includes but is not limited to only using my assigned login information and not sharing it with others and not changing security and permission settings.
- I will not use my School-assigned device or other school equipment to access social media platforms unless expressly permitted and supervised by a teacher.
- I will not use my School-assigned device or other school equipment to access, send, receive, view, or download obscene, offensive, or inappropriate content. I will immediately notify a teacher if I see, read, or receive any obscene, offensive, or inappropriate content.
- I will not use my School-assigned device or other school equipment to threaten, harass, bully, or frighten others, including but not limited to teachers or other students. I will immediately notify a teacher if I am aware of another student engaging in this type of behavior.
- I will not use my School-assigned device or other school equipment to participate in illegal activities, including but not limited to hacking or copyright infringement (taking credit for someone else’s work).
- I understand that all rules and restrictions for the use of school equipment apply when I am on campus, on school transportation, at a school-related function, at home, and everywhere else.
- I understand that my School-assigned device and other school equipment remain the property of School Academy and therefore I have no expectation of privacy for anything used, stored, received, or transmitted on school equipment.
- I understand that if I violate the rules and restrictions, I may lose the privilege of using school equipment and may be subject to disciplinary action.

By signing below, I acknowledge that I have reviewed the rules and requirements above and understand that I will be expected to follow them. I understand that even if I do not sign this form, I will still be expected to follow these rules and requirements.

Parent Signature: _____

Date: _____

Student Signature: _____

Date: _____

Distraction-Free Schools Policy

Utopian Academy for the Arts is committed to providing a safe, focused, and distraction-free learning environment where students can fully engage in instruction and build meaningful relationships with their peers and teachers. HB 340, the Georgia Distraction-Free Education Act was enacted in response to concerns about the **impact of personal devices on student focus, academic performance, and mental health**. Research and expert opinions suggest that excessive use of cell phones and social media can lead to cognitive distractions, increased anxiety, and reduced face-to-face interactions.

HB 340 aims to:

- Improve student focus and engagement in learning activities
- Reduce exposure to cyberbullying and social media during school hours
- Support mental wellness and healthier developmental habits
- Foster meaningful interactions and a positive learning environment

Policy Rule

In accordance with the Georgia Distraction-Free Education Act (HB 340) and House Bill 1009, the Utopian Academy for the Arts Network prohibits student access to personal electronic devices during the instructional school day. HB 340 requires students in Kindergarten through Grade 8 to refrain from accessing personal electronic devices from the first bell to the last bell including all breaks, transitions, and assemblies. (See exceptions below.) House Bill 1009 extends similar requirements to students in Grades 9–12 according to the implementation timeline established by Georgia law.

A personal electronic device (PED) is defined as any privately owned device capable of texting, internet access, recording audio/video, or accessing social media. This includes but is not limited to: **Cell phones and smartphones, Smart watches, Tablets and iPads, Earbuds and headphones, Gaming devices, and Smart glasses**. School-issued instructional technology devices used for educational purposes are not considered personal electronic devices under this policy.

Student Expectations

During the instructional school day, students may not use, access, activate, or display personal electronic devices unless specifically authorized by school administration or required by an approved Individualized Education Program (IEP), Section 504 Plan, Individual Health Plan, or documented medical accommodation. Students will be asked to store their devices during homeroom in the storage method as defined by their local school. Students who participate in off-campus events and/or activities like daily transportation, field trips, athletic events, and extracurricular events will be required to secure their device upon arrival with the homeroom teacher or store their devices during transportation and field trips then retrieve the device or be free to utilize the device upon completion of the event or activity.

Students who bring a personal electronic device to school must follow each campus' established procedures for checking in and securely storing their device until dismissal. Devices may only be accessed after students have been officially dismissed from school or as otherwise authorized by school administration.

School Expectations

UAFA is mandated to develop and implement appropriate monitoring and enforcement mechanisms to ensure compliance with policies and procedures established pursuant to this regulation which may include, but need not be limited to, assigning designated school personnel to oversee implementation and adherence

to such policies and procedures, conducting periodic audits of personal electronic device storage, and regularly reviewing enforcement practices with scholars and parents.

Parent Communication

Parents or guardians who need to communicate with their child during the school day should contact the school's main office. School staff will assist with delivering messages or facilitating communication when necessary.

During emergencies, the school will communicate with families using approved communication platforms, including phone calls, email, text messaging, school websites, social media, and other parent notification systems.

Policy Violations

Students who violate this policy are subject to progressive disciplinary consequences in accordance with the Utopian Academy Student Code of Conduct. Consequences may include:

- Confiscation of the device
- Parent/guardian notification
- Detention or other disciplinary interventions
- Administrative referral for repeated violations
- Additional disciplinary action for refusal to comply with staff directions or acts of insubordination

Repeated violations may result in increased disciplinary consequences consistent with the Student Code of Conduct.

Commitment to a Distraction-Free Learning Environment

The Utopian Academy for the Arts Network believes that limiting personal electronic device use during the school day promotes increased academic engagement, stronger student relationships, improved school safety, and a positive learning environment for all students.

Social Media Policy

The Protecting Georgia's Children on Social Media Act of 2024 (SB 351) aims to address online safety for minors and requires public schools to implement technology protection measures. Utopian Academy for the Arts is committed to the safety of its students in the use of technology and social media. To this end, UAFA uses software programs, online servers, and other technology reasonably designed to block and monitor access to social media platforms. All students shall be prohibited from using the school's network, equipment, or devices to access social media platforms, except as expressly permitted by and under the supervision of school personnel during a school-related activity and for the sole purpose of accessing and utilizing age-appropriate educational resources.

Students who violate this policy may have their access to the school's network and devices revoked and/or may be subject to disciplinary action.

A parent may submit a written request to the principal for additional information from school personnel about what social media platforms have been or are intended to be accessed for educational purposes. Additionally, a parent may submit a written notice to the principal requesting that their child be prohibited from accessing one or more specified social media sites. This notice will remain in effect until the end of the school year of submission or upon receipt of written revocation by the parent, whichever occurs first.

In accordance with OCGA §50-29-21, the Georgia Emergency Management and Homeland Security Agency has identified certain social media sites as owned by or under the influence of a foreign adversary. As of July 2025, the following identified sites are strictly prohibited from being installed, used, or always visited on school equipment:

- Alibaba
- DeepSee
- Dialog M
- Irib
- KwangMyon
- Lemon8
- Moomoo
- Odnoklassniki
- QQ (TenCent)
- QZone
- RedNote
- Renren
- Sina Weibo
- TamTam
- Telegram
- Temu
- Tiger Brokers
- TikTok (Douyin)
- Toutiao
- V Kontakte
- Webull
- WeChat (Weixin)
- Weibo
- Xisohongshu
- Yandex
- Youdao
- Youku Tudou
- Zhihu

The current and updated list of banned platforms is available on the [GEMA/HS website](#).

Authority:

[OCGA §20-2-324](#)

Internet Acceptable-Use Policies Required in All Public Schools

[OCGA §20-2-324.7](#)

Social Media Policies required in All Public Schools

[OCGA §50-29-21](#)

Prohibition on installation, use, or visiting of social media platforms on state electronic devices

Internet Acceptable-Use Agreement

No cell phones or electronic devices will be permitted in the classrooms at any time. Utopian Academy for the Arts Network does not allow cell phone use during school hours. There may be some expectations as it relates to a project. This will be shared with you in advance. Our policy of collecting cell phones when they have not been sanctioned for use will be in effect. Thank you for supporting our collective effort to minimize distractions and maximize learning time.

Additionally, in 2025, there was a new Senate bill, SB351, which requires schools to implement policies to support scholars with protective measures and digital citizenship when using technology, social media, and the internet. As part of our focus on building strong citizens at UAFA, you will see lessons implemented through community meetings and our culture-building efforts.

Student's signature: _____ Date: _____

Parent signature: _____ Date: _____

CONTRACTS AND AGREEMENTS

UTOPIAN FAMILY COMPACT

A School-Parent Compact is developed with input from teachers and students and revised along with the Parent and Family Engagement Policy. The *purpose* of the school-parent Compact is to list strategies that the school, parents, and students agree to implement to ensure that students achieve academically in school. Parents, teachers, and students will be expected to sign the compact and abide by the agreement.

What is a School-Parent Compact?

Our annual school-parent compact offers ways that we can work together to help our students succeed. This compact provides strategies to help connect learning at school and at home.

Effective components:

- Link to academic achievement goals
- Focus on student learning
- Share strategies that staff, parents, and students can use
- Explain how parents and teachers can communicate about student progress
- Describe opportunities for parents to observe, volunteer, and participate in the classroom

Jointly Developed

Parents, students, and staff worked together and shared ideas to develop the school-parent compact. Teachers collaborated to determine ways to better engage parents and to assist parents with their scholars at home. Parents provided valuable feedback on their needs to help their children and to make improvements at school. Students provided input to school leaders that was used to create the compact. Meetings are held each year to review and revise the compact based on the school's academic goals and needs. Parents may provide feedback to the compact at any time during the school year. All feedback will be collected and reviewed during the annual stakeholder meeting.

Activities to Build Partnerships

The success of Utopian Academy for the Arts depends on strong relationships between the school, parents, and the community.

Parents will be engaged in multiple ways:

- Invitations to Meet & Greet, Open House, Curriculum Nights, and arts programs/events
- Input surveys to provide feedback to school leaders
- Volunteer opportunities
- Parent Advisory Council (PAC)
- Parent Family Engagement events
- Workshops

Communication about Student Learning

Utopian Academy for the Arts communicates with parents and scholars in several ways:

- Direct contact from staff
- Parent-teacher conferences (Twice a year and optional Wednesdays)
- Class Dojo and Infinite Campus notifications
- Progress and Report Cards
- Weekly Principal Newsletters
- Social Media posts

Utopian Academy for the Arts

A Performing Arts School



2026 - 2027 School Compact

Developed 5/2/2025

Dr. Artesius Miller
Founder
Mr. Travis Joshua
Principal

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CODE OF CONDUCT AND DISCIPLINE MATRIX

UAFA PROGRESSIVE DISCIPLINE MATRIX

UAFA Disciplinary Matrix

 UTOPIAN ACADEMY FOR THE ARTS CHARTER SCHOOL NETWORK	Level I Incidental Violations (Non-referred/ unless habitual)	Level II Minor Violations (Referred to Dean)	Level III Major Violations (Referred to Dean)	Level IV Illegal Activity (Referred to Dean & Principal)
	Examples of Behavior	Addressing the Behavior	Data Collection	
	- Cell Phones in Classroom - Missing Homework - Breaking Classroom Rules - Insubordination (minor) - Lying/Cheating - Horseplay - Technology Misuse - Classroom Disruption - Tardy to Class - Profanity - Left Class w/o Permission	- Inappropriate Attire - Overt Defiance - Technology Misuse - Insubordination (flagrant) - Disrespect to Staff - Theft (minor) - Vandalism (minor) - Classroom Disruption (frequent) - Bus Disruption - Cafeteria Disruption - Frequent Level 1 Offenses	- Fighting/Physical Aggression - Harassment Bullying - Threats of Violence (oral/written) - Inciting Acts of Violence - Gang Activity - Inciting Acts of Violence - Property Destruction - Technology Misuse (major) - Truancy (habitual) - Profanity (directed at staff) - Frequent Level 2 Offenses	- Drug use or possession - Alcohol use or possession - Weapon use or possession - Terroristic Threats - Arson - Assault - Illegal Acts
	Teacher Intervention	Dean Intervention	Dean Intervention	Principal/Dean Intervention
	Teacher addresses the behavior using classroom management strategies, communicates with parents/guardians, and scholar may lose classroom privilege.	Consequences may include parental phone call, parental conference, and loss of school-wide privilege.	Consequences may include parental phone call, parental conference, loss of school-wide privilege, development of BIP, and separation 1-5 days.	Consequences may include parental phone call, parental conference, loss of school-wide privileges, separation 4-10 days, and expulsion.
	Classroom Discipline Records	Official Referral	Official Referral	Incident Report (main office)
	Teacher tracks behavior and maintains a log of undesired behaviors. Behavior Modification Tracker	Teacher submits official referral completed with required action steps.	Teacher submits official referral completed with required action steps.	After securing the environment and notifying proper personnel, teacher submits incident report.

Any violation of the O.C.G.A criminal code will be referred to the Clayton County Public Schools Police Department.

***** The Administrator will provide information to the student/parent on how to access instruction virtually during suspension to the extent possible ****

Student's signature: _____ Date: _____

Parent signature: _____ Date: _____

STUDENT CODE OF CONDUCT

Students at Utopian Academy for the Arts (UAFA) are expected to abide by the UAFA Student Code of Conduct. For students who choose not to follow the terms of this agreement, there will be consequences in place to redirect student behavior in a more positive direction. See the UAFA Student Code of Conduct for additional information on behavioral expectations for all students.

The Student Code of Conduct encourages positive student behavior (PBIS) and an atmosphere of respect and pride by aiding students as they strive to become productive, responsible citizens in a global society. All members of the school community, including students, teachers, administrators, parents, guardians, counselors, psychologists, behavior intervention specialists, other support staff, safety and security personnel, custodial staff, bus staff, and food service staff, must acknowledge and understand the student code of conduct to which all students are expected to adhere and the consequences of non-compliance.

The UAFA Student Code of Conduct provides a description of conduct that describes the expectations for student behavior. It includes guidance for supporting students who misbehave as well as guidance for disciplinary and intervention measures utilized by schools. The Student Code of Conduct applies to all students in the UAFA Network. The consequence levels for the offense(s) are contingent upon the frequency and severity of the behavior, meaning repeated or more serious offenses may result in more significant disciplinary action.

Progressive Discipline (O.C.G.A. § 20-2-735)

At UAFA Network Schools, discipline is viewed as an opportunity to teach, reflect, and restore—not to punish. We work in partnership with families to guide students toward positive choices and uphold a safe, supportive learning environment.

Our approach is rooted in restorative practices and a tiered system of supports, which may include Student Support Teams (SST), RTI processes, and community-based referrals. These efforts aim to address behavior proactively and responsively. The progressive discipline framework ensures that:

- Consequences match the severity of behavior
- A student's discipline history and context are considered
- All due process protections are followed

The consequence levels are based on the frequency and severity of the behavior—more serious or repeated offenses may result in more significant actions.

How UAFA Supports Growth

UAFA schools prioritize interventions that build student accountability and social-emotional skills. Supports may include:

- Guided reflection on behavior and its impact
- Teaching replacement behaviors and conflict resolution
- Restorative conversations, peer mediation, or mentoring

Our goal is to help students learn from mistakes and stay engaged in learning, using school-based resources before moving to higher levels of discipline.

When needed, Student Support Teams—which may include the Dean of Students, Student Engagement Specialist, Behavior Interventionist, School Counselor, and Lead Teachers—meet to assess concerns, identify root causes, and develop action plans that support behavioral growth.

Determining Disciplinary Consequences

UAFA administrators use the Student Code of Conduct to guide discipline decisions, considering:

- Severity and nature of the behavior
- Student's history and developmental level
- Impact on the learning environment
- Any contributing factors (e.g., trauma, peer conflict)

BEHAVIOR CATEGORIES

UAFA has adopted policies regarding specific prohibited behaviors. This list is not an inclusive list of all violations. UAFA cannot anticipate every instance that may arise that will require disciplinary action; as such, this Code of Conduct is intended to serve as a guide for behavior expectations for UAFA students. The principal or designee has the discretion to discipline behaviors not listed that interfere with the educational process and operations of the school, provided that no long-term suspensions or expulsions shall be implemented without following the due process procedures.

SEARCH AND SEIZURE

The school recognizes that the privacy of students may not be violated by unreasonable search and seizure and directs that no student be searched without reason or in an unreasonable manner.

School authorities are charged with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, school authorities may search the person or property, including vehicles of a student, with or without the student's consent, whenever they reasonably suspect that the search is required to discover evidence of a violation of law or of school rules.

School desks, iPads, and other school property are on loan to the students and remain the property of the school. They may be inspected and reclaimed at any time. Students will not keep prohibited items, including drugs, drug paraphernalia, firearms, explosives, and property belonging to others within their backpacks or desks. Students will open their lockers at the request of School officials.

When on school grounds, students and their personal property may be searched if a school official has grounds to believe the search may turn up evidence that the student has violated or is violating the law or school rules. A student will have the opportunity to be present during the search of his or her locker, desk, or other property unless the student is absent from School or the safety or welfare of the school or an individual necessitates a search during the student's absence.

The search of a student's person or intimate personal belongings shall be conducted by the School Leadership. This person should be of the student's gender and conduct the search in the presence

of another staff member of the same gender. However, no strip searches may be conducted by school personnel.

This authorization to search shall also apply to all situations in which the student is under the jurisdiction of the school. The School Leadership shall be responsible for the prompt recording in writing of each student search, including the reasons for the search; information received that established the need for the search and the name of informant, if any; the persons present when the search was conducted; any substances or objects found; and the disposition made of them.

SUSPENSIONS AND EXPULSIONS

The Executive Director or designee has the authority to suspend students for up to ten days without requiring a due process grievance hearing. Depending on the severity of the infraction, the Executive Director or designee may impose a short-term suspension of between 1 and 10 days. A parent-administrator conference will be required before the student is readmitted to class. The principal or designee may request the parent to observe a full day of class with the student upon return. A parent's failure/refusal to comply will not restrict the student's readmission to school but may result in additional intervention efforts such as a school social work referral. To the extent required by OCGA §20-2-742, students in grades K – 3 will receive a multi-tiered system of supports before being suspended for 5 or more days or being expelled.

In addition to the categories provided below, expulsion from the school may be recommended for the following violations:

- Carrying, bringing, using, or possessing a dangerous weapon;
- Sale or distribution of a drug or controlled substance; and/or the commission of an act which, if committed by an adult, would be robbery or assault; and
- Any other violation(s) that seriously adversely affect the educational process or endanger the health, safety, or well-being of other students, teachers, administrators, or other persons.

Successive or repeated acts of misconduct may also result in additional suspension or expulsion.

Integrating Restorative Practices with PBIS and MTSS

At UAFA Network Schools, we respond to student behavior through a proactive, tiered support system grounded in the principles of Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS). These frameworks help us create consistent expectations, reinforce positive behaviors, and respond effectively when challenges arise.

Our approach prioritizes both accountability and healing. When students engage in behaviors that impact the learning environment or relationships, we provide opportunities for them to take responsibility, repair harm, and restore trust—while ensuring responses are developmentally appropriate and aligned with each student's needs.

PROGRESSION OF CONSEQUENCES

The Code of Conduct divides student behavior into four levels of conduct based on the severity of the initial infraction. The Executive Director may escalate the initial punishment beyond those specified in the Code of Conduct if, in his/her opinion, the specific situation necessitates such an action.

LEVEL I

STUDENT BEHAVIORS JUSTIFYING A CONFERENCE, DETENTION, ISOLATION, OR A ONE-DAY SUSPENSION (MAY INCLUDE IN-SCHOOL SUSPENSION, AT THE SOLE DISCRETION OF SCHOOL LEADERSHIP)

The following behaviors generally will result in a Category I consequence. These offences are for first-time offenders. Although teachers determine the consequences for misbehavior in class, the School Leadership will determine the appropriate consequences for repetitive behaviors in this category based on each student's discipline record.

Unruly Conduct

All students will obey all adults in the school: administrators, teachers, educational assistants, secretaries, custodians, lunchroom helpers, security guards, and other adults in a position of authority. Students will do what these adults ask of them. Examples of unruly conduct include but are not limited to: students talking back to an adult; intentionally refusing to obey the instructions and/or directions a teacher gives; refusing to open a particular book, to write an assignment, to work with another student, to work in a group, to take a test, or to do any other class-related activity when directed by a teacher.

Consequences: Levels 1-3 Depending on the severity of the incident, frequency of the act committed, discipline history, and prior interventions implemented

Uniform & Dress Code Violations

Students are required to wear a uniform every day unless given written permission that it is a "non-uniform day." All elements of our school uniform are listed in the *School Expectations and Guidelines* section above. Students who arrive at school out of uniform will be required to call a parent/guardian to bring the missing item. If a parent is unable to bring the item(s), the student will report to In-School Suspension. However, based on the discretion of School Leadership, a student may be required to serve an out-of-school suspension due to the frequency of the infraction.

Consequences: Levels 1-2 Depending on the severity of the incident, frequency of the act committed, discipline history, and prior interventions implemented

Disorderly Conduct

Students will not break classroom or school rules. They will not keep teachers from teaching and students from learning. Students who disrupt the classroom by talking, making noises, throwing objects, or otherwise distracting one or more of their classmates are engaging in disorderly conduct. Examples of disorderly conduct include but are not limited to, engaging in behavior that prevents the teacher from starting an activity or lesson; engaging in behavior that requires the teacher to stop what s/he is doing to try to stop the distracting behavior; leaving the classroom without permission; and inappropriate displays of affection.

Consequences: Levels 1-3 Depending on the severity of the incident, frequency of the act committed, discipline history, and prior interventions implemented

Bus Offenses

UAFA leadership expects students to conduct themselves in an exemplary manner on the school bus or any other mode of transportation used to transport students to and from any Clayton County Public Schools-owned properties or to and from extra-curricular, interscholastic activities or other school-related activities. Students shall follow all student behavior policies and regulations while on school-provided transportation, including but not limited to the prohibitions on physical violence, bullying, assault, battery, disrespectful conduct, or other unruly behavior. In the event a student's bus privileges are suspended, it shall be the responsibility of the parent or the student to provide transportation to and from school, and to and from extra-curricular and interscholastic activities. If a student has been found to have engaged in battery, acts of physical violence, bullying or physical threats on the school bus, in addition to other consequences, the student's parent/guardian shall be required to meet with the principal/designee to execute a bus behavior contract, or the student may be removed from receiving bus services.

Violations of the following bus rules are offenses under this section:

1. All body parts shall remain inside the bus at all times.
2. Nothing shall be thrown into, out of, inside, or at the bus.
3. Students shall not make unnecessary noise and must remain seated at all times unless directed by the driver.
4. Students are required to remain quiet at all railroad crossings.
5. Emergency doors and windows are to be used only at the direction of the driver.
6. Students shall not board or exit a bus at a bus stop other than the one assigned to their residence without submitting a written request from their parent or guardian to the principal or designee for approval.
7. Students shall be prohibited from using any electronic devices during the operation of a school bus, including but not limited to cell phones, pagers, audible radios, tape, or compact disc players without headphones, mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the driver's operation of the school bus or interfere with the school bus communication equipment. OCGA § 20-2-751.5

Consequences: Levels 1-3 Depending on the severity of the incident, frequency of the act committed, discipline history, and prior interventions implemented

Failure To Cooperate

Students are expected to cooperate fully with school administrators or other school personnel when their participation or statement is deemed necessary to investigate possible violations of the Code of Conduct or other building rules. Examples of infractions of this requirement may include, but are not limited to, refusing to cooperate with school administrators and/or teaching staff investigating; making false statements or giving false evidence; refusing to testify or otherwise cooperate with school personnel in any disciplinary proceeding.

Consequences: Levels 1-3 Depending on the severity of the incident, frequency of the act committed, discipline history, and prior interventions implemented

Smoking/Vapes

It is illegal to possess or use tobacco products if under the age of 18. Tobacco products shall include, but not be limited to, any lighted or unlighted cigarettes, cigars, pipe tobacco, pipe, bidi, clove cigarette, cigarillo, hookah, blunts, chewing tobacco, snuff, snus, orbs, strips, sticks, electronic cigars and cigarettes, vape pens, vape solutions, and any other items containing or reasonably resembling tobacco or tobacco products regardless of whether it actually contains tobacco. Students shall be prohibited from possessing or using any kind of tobacco or vape products at school, on school property, and any school-related activity.

Consequences: Levels 1-3 Depending on the severity of the incident, frequency of the act committed, discipline history, and prior interventions implemented

Falsification Of Records

Students will not use the name of another person or falsify times, dates, grades, addresses, or other data on school forms or records, nor shall they provide false, misleading, or inaccurate statements or information to School staff or on school forms or records.

Consequences: Levels 1-3 Depending on the severity of the incident, frequency of the act committed, discipline history, and prior interventions implemented

Scholastic Dishonesty

Students will not engage in scholastic dishonesty, which may include but is not limited to cheating, plagiarism, or unlawful use of copyrighted materials. Cheating includes, but is not limited to, the actual giving or receiving of any unauthorized aid or the actual giving or receiving of unfair advantage on any form of academic work. Students will not engage in plagiarism, which includes the copying of language, structure, idea, and/or thought of another and representing it as one's own original work. A student will not unlawfully duplicate, reproduce, retain, or use copyrighted material.

Consequences: Levels 1-3 Depending on the severity of the incident, frequency of the act committed, discipline history, and prior interventions implemented

Trespassing

Students will not be on school property or in a school building except to participate in the educational process and/or the specific enrolled activity of the school. Nor will students loiter in building hallways, classrooms, bathrooms, etc. Students who are suspended or expelled will not return to school without the School Leadership's specific, written permission. Students who do return to school without permission will be suspended or expelled, depending upon the circumstances. **Consequences: Levels 1-3** Depending on the severity of the incident, frequency of the act committed, discipline history, and prior interventions implemented

Gambling

Students will not play games of cards, chance, or dice for money or other items of value unless these games are played as part of a special school activity. **Consequences 1-3** Depending on the severity of the incident, frequency of the act committed, discipline history, and prior interventions implemented

Electronic/Communication Devices

Progressive Disciplinary Consequences for Personal Electronic Device (PED) Violations

First Violation (1st):

- The student is reminded of the PED expectation and must immediately surrender the device to a faculty/staff member for storage until the end of the school day
- Teacher contacts parent/guardian and documents in Infinite Campus.
- Parental/Guardian contact will be made and documented in Infinite Campus

First Violation Disciplinary Action (1st):

- Verbal Warning

Second Violation (2nd):

- The PED collected by the administrator and returned to the student at dismissal.
- Parental/Guardian contact will be made and documented in Infinite Campus.

Second Violation Disciplinary Action (2nd):

- Loss of privilege to bring PED for 1 school day

Third Violation(3rd):

- The PED collected by the administrator and only returned to a parent/guardian.
- Parent conference required (in person or virtual).

Third Violation Disciplinary Action (3rd):

- Loss of privilege to bring PED for 1 week.
- Referral to School Social Worker for sessions on responsible decision-making

Fourth Violation (4th):

- The PED collected by administrator and only returned to a parent/guardian.
- Parent conference required.
- The device will only be returned to a Parent/Guardian listed in Infinite Campus.

Fourth Violation Disciplinary Action (4th):

- Loss of privilege to bring PED for the remainder of the grading period and removal from PBIS activities for that month.

Fifth Violation (5th):

- Immediate referral to the principal for further action per CCPS Student Code of Conduct.

Smart Watches

While smartwatches serve the primary function of telling time, students are strictly prohibited from using these devices for any other purpose during the school day. This includes, but is not limited to, the use of Siri, voice-activated features, or any form of Artificial Intelligence (AI) assistance. Any misuse of a smartwatch will be treated as a violation of the Personal Electronic Device policy and subject to the same progressive disciplinary actions outlined above.

*Failure to surrender a PED when directed by a staff member will result in an automatic referral to administration, parent contact, and additional consequences.

If a student has an emergency and needs to call a parent, they will be instructed to use a school phone. If a parent needs to contact their child for any reason during school hours, they must call the school. In some exceptions, a student may be allowed to retrieve the lockbox and call home at the discretion of the school administration.

If a student violates the above policy and has a cell phone or electronic device in the classroom, it will be confiscated immediately and returned only to a parent or guardian on *Monday, Wednesday, or Friday* between the hours of 2 – 4 pm. Student will not be permitted to possess any cell phones or electronic devices during school hours.

Consequences: Levels 1-2 Depending on the severity of the incident, frequency of the act committed, discipline history, and prior interventions implemented

LEVEL II

STUDENT BEHAVIORS JUSTIFYING MULTIPLE DAYS OF SUSPENSION DEPENDING ON THE SEVERITY OF THE INFRACTION.

The following behaviors may, with no warning required, lead to immediate suspension. The length of the suspension will be determined by the School Leadership and will be based on the student's discipline record and the seriousness of the offense(s). The School Leadership will investigate major breaches of the student code of conduct on a case-by-case basis and make decisions accordingly. Repetitive violations, as well as violations deemed physically or mentally harmful or those requiring emergency removal, will lead to a recommendation for expulsion at the discretion of the School Leadership.

Fighting

NO PHYSICAL CONTACT. Students will not fight. They will not push, shove, or hit another individual with any part of their body or with any object, regardless of whether it results in an injury. Physical contact in any of the following ways will result in severe consequences:

1. Horseplay/Wrestling: engagement in rough or boisterous activities. **Consequences: Levels 1-2**
2. Fighting: the physical confrontation between two or more students that involves mutual participation. **Consequences: Levels 1-3** Depending on the severity of the incident, frequency of the act committed, discipline history, and prior interventions implemented
3. Battery of a Student or other Person who is not a school employee: Battery is defined as making intentional physical contact or behaving in such a way as to cause physical injury to another person. **Consequences: Levels 1-4** Depending on the severity of the incident, frequency of the act committed, discipline history, and prior interventions implemented
4. Physical violence against School Personnel without harm: In accordance with O.C.G.A. 20-2-751.6, any student alleged to have committed an act of physical violence (defined as intentionally making physical contact of an insulting or provoking nature with school personnel) shall be suspended pending the hearing by the disciplinary hearing officer, panel, or tribunal. If found guilty, the decision of the disciplinary hearing officer, panel, or tribunal shall include a recommendation as to whether a student may return to public school and, if return is recommended, a recommended time for the student's return to public school. **Consequences: Levels 2-4** Depending on the severity of the incident, frequency of the act committed, discipline

history, and prior interventions implemented

5. Physical violence against School Personnel which causes harm: in accordance with O.C.G.A. 20-2-751.6, any student alleged to have committed an act of physical violence which causes harm (defined as intentionally making physical contact which causes physical harm to school personnel, unless such physical contacts or harm was in defense of himself/herself) shall be suspended pending the hearing by the disciplinary hearing officer, panel, or tribunal. If found guilty by the disciplinary hearing officer, panel, or tribunal, the student shall be expelled from the public school system. The expulsion shall be for the remainder of the student's eligibility to attend public school pursuant to O.C.G.A. § 20-2-150; however:
 - a. The local school board, at its discretion, may permit the student to attend an alternative education program for the period of the student's expulsion.
 - b. If the student who commits an act of physical violence is in kindergarten through grade eight, then the local school board, at its discretion and on the recommendation of the disciplinary hearing officer, panel, or tribunal, may permit such a student to re-enroll in the regular public-school program for grades nine through twelve.
 - c. If the local school board does not operate an alternative education program for students in kindergarten through grade six, the local school board, at its discretion, may permit a student in kindergarten through grade six who has committed an act of physical violence to re-enroll in the public school system.

Profanity Or Obscenity

Students will not use inappropriate words or make obscene signs. Students will not draw or show sexually explicit pictures to anyone at school. Students will not bring sexually related items (i.e. condoms) to school. Students will never curse or swear. Such use includes, but is not limited to, profane, vulgar, obscene words or sending obscene material via the Internet, email, cell phones (e.g. sexting”) or other electronic means; profane, vulgar, obscene, harassing, or insulting comments or actions.

Consequences: Levels 1-4 Depending on the severity of the incident, frequency of the act committed, discipline history, and prior interventions implemented

Repeated Uniform And Dress Code Violations

Students who are repeatedly out of uniform or violate the dress code when not required to be in a uniform, may be suspended for more than one school day.

Consequences: Levels 1-2 Depending on the severity of the incident, frequency of the act committed, discipline history, and prior interventions implemented

Stealing

Students will not take anything that does not belong to them. Students will not have in their possession anything that has been stolen. This includes but is not limited to property that belongs to the school, school personnel, or other students.

Consequences: Levels 1-4 Depending on the severity of the incident, frequency of the act committed, discipline history, and prior interventions implemented

Violent Disorderly Conduct

Students will not, by any type of conduct (violence, force, noise, coercion, threat, intimidation, fear passive resistance, etc.) that causes the disruption, disturbance, or obstruction of any school function, activity, or event, nor shall they engage in any such conduct if such disruption or obstruction is reasonably likely to result. Students will not urge other students to engage in such conduct for the purpose of causing such disruption or obstruction. This offense may be grounds for expulsion. **Consequences: Levels 1-4** Depending on the severity of the incident, frequency of the act committed, discipline history, and prior interventions implemented

Gang Activity

Gang activity is defined as “any assembly of individuals who gather together, whose purpose, the school reasonably believes is to commit or attempt to commit anti-social behavior or a violation of school policy or to solicit, coerce, or intimidate others to do the same.” Students will not wear or display any clothing, jewelry, colors, or insignia that may be reasonably perceived by a teacher or administrator as evidence of membership in or affiliation with a gang or otherwise symbolizes support of a gang. Students will not use any words, phrases, written symbols, or gesture, which intentionally identifies them as a member of a gang or otherwise symbolizes support of a gang. Students will not try to recruit others for gangs. **Consequences: Levels 1-4** Depending on the severity of the incident, frequency of the act committed, discipline history, and prior interventions implemented

Defacement Of Property

Students will not mark on, damage, break, or destroy school property or anything that belongs to someone else. Defacement of property includes but is not limited to actions such as writing in school textbooks or library books; writing on desks or walls; carving into woodwork, desk, or tables; and painting surfaces. In addition to disciplinary action removing the student from school, students who destroy or vandalize school property will be required to pay for losses or damages. This offense may be grounds for expulsion. **Consequences: Levels 1-4** Depending on the severity of the incident, frequency of the act committed, discipline history, and prior interventions implemented

Destruction Of Property

Students will not damage, break, or destroy school property or anything that belongs to someone else. Actions that impair the use of something are destructive. Examples of property destruction include but are not limited to, ruining bulletin boards, intentionally clogging the system, breaking light bulbs or fixtures, and damaging school equipment to the point where repair is necessary. In addition to disciplinary action removing the student from school, students who engage in destruction of school property will be required to pay for losses or damages. *This offense may be grounds for expulsion.* **Consequences: Levels 1-4** Depending on the severity of the incident, frequency of the act committed, discipline history, and prior interventions implemented

Sexual Or Bodily Misconduct

Students will not act or use any body parts or those of another unacceptably. Unacceptable will be defined using a “reasonable person” standard. **Consequences: Levels 1-4** Depending on the severity of the incident, frequency of the act committed, discipline history, and prior interventions implemented

Harassment

Harassment of any type, including but not limited to hazing and discriminatory harassment and

sexual harassment, is prohibited. Students will also not engage verbal or physical conduct relating to a person's sex, race, color, national origin, religion, height, marital status, or disability (e.g. sexual or racial comments, threat or insults, unwanted touching, etc.). Sexual harassment in education is any unwelcome sexual advances, lewd gestures or verbal conduct or communication of a sexual nature, requests for sexual favors, possession of sexually explicit images; gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment and interferes with a student's ability to learn, study, work or participate in school activities.

Harassment, which includes any form of consistent or isolated behavior that would contribute to or cause psychological harm to someone else and/or urges students to engage in such conduct, shall also be prohibited at the school. Examples are verbal, written, or physical taunts, insults, or challenges, which are likely to intimidate and/or provoke a negative response from the student being treated in this manner. Additional examples of bullying/harassment behaviors include but are not limited to:

- Physical: hitting, grabbing, spitting, etc.
- Verbal: name-calling, racist remarks, put-downs, extortion, etc.
- Indirect: spreading rumors, wearing, or possessing items depicting or implying hatred or prejudice, exclusion from peer group, taking and hiding/destroying others' possessions, etc.
- Written/electronic: email/blogs or other similar means, notes, and/or graffiti, containing harassing or bullying messages, etc.

Consequences: Levels 1-4 Depending on the severity of the incident, frequency of the act committed, discipline history, and prior interventions implemented

Look-alike Weapons

Students will not possess, handle, or transmit any object or instrument that is a "look-alike" weapon or instrument (e.g., rubber knife, toy gun, etc.). Possession of a non-felony weapon or look-a-like weapon: Any knife or instrument having a blade of less than two inches, any look-alike firearm, mace, pepper gas or like substances (mere possession of pepper gas or like substance is not a violation of this code of conduct unless the administration determined that the student brought it to school with the intent to harm another); any firearm muffler, or silencer, chains, ice picks, plastic disposable razor, or slingshot, or any tool or instrument which can reasonably be used as a weapon or is intended to be used as a weapon.

Consequences: Levels 1-4 Depending on the severity of the incident, frequency of the act committed, discipline history, and prior interventions implemented

LEVEL III

STUDENT BEHAVIORS JUSTIFYING MANDATORY SUSPENSION WITH PROBABLE RECOMMENDATION FOR EXPULSION

Students who engage in any of the behaviors in this category may be suspended for up to ten (10) school days with a recommendation for suspension or expulsion by the School's Leadership team.

Alcohol And Drugs

Students will not intentionally bring alcohol or drugs to school. This includes any controlled substance, or alcohol, prescription or non-prescription drug, or any substance represented to or believed to be a drug, regardless of its actual content. They will not manufacture, sell, handle, possess, use, deliver, transmit, or be under any influence (legal intoxication is NOT required) of any alcoholic beverage, intoxicant, or drug. Students will not inhale any chemical substance for the purpose of becoming intoxicated or under the influence. Students are permitted to bring prescribed medication to school with the permission of parent(s) and the authorization of a physician. They will not sell or give a prescribed medication to anyone at school. Unless a student is allowed to retain a prescribed medication at school under state law, such as auto-injectable epinephrine, all prescribed medication will be submitted to the Main Office before the student goes to class. All prescribed medication, including that retained by students, must have an accompanying physician's note for dispensing and recording purposes.

Students may also be subject to prosecution under the Official Code of Georgia §16-13-32.4, which states: "It shall be unlawful for any person to manufacture, distribute, dispense, or possess with intent to distribute a controlled substance or marijuana in, on, or possesses with intent to distribute a controlled substance or marijuana in, on, or within 1000 feet of any real property owned by or leased to any public or private elementary or secondary education. Any person violates or conspires to violate subsection (a) of this Code section shall be guilty of felony and upon conviction shall receive the following punishment: (1) Upon a first conviction, imprisonment for not more than 20 years or a fine of not more than \$20,000.00, or both; or (2) Upon a second or subsequent conviction, imprisonment for not less than five years or more than 40 years or a fine of not more than \$40,000.00, or both.

It shall be mandatory for the court to impose a minimum sentence of five years or more than \$40,000.00, or both. It shall be mandatory for the court to impose a minimum sentence of five years, which may not be suspended unless otherwise provided by law."

Consequences: Levels 1-4 depending on the severity of the incident and evidence.

Physical Assault or Battery of Other Students

In accordance with Georgia law, the student code of conduct includes provisions that address physical assault or battery of other persons. "Physical assault or battery of other students" means any intentional physical contact of a threatening or provoking nature, or any intentional physical contact which causes physical harm to another person.

A student who commits physical assault or battery on school property, at a school-sponsored event, or on a school bus, may be subject to disciplinary action, including short-term suspension, long-term suspension, reassignment, or expulsion, as determined through the disciplinary hearing process mandated by state statute (O.C.G.A. § 20-2-751.6).

Upon allegation of physical assault or battery, the student will be suspended pending a hearing by the disciplinary hearing officer, panel, or tribunal, per statute. The hearing will comply with O.C.G.A. § 20-2-754 (procedures). The hearing decision may include expulsion for the remainder of the student's eligibility under certain circumstances. Complaints should be delivered either through email or writing to the Dean of Students, Dr. Jalessa Russell (jalessa.russell@utopianacademy.com), and/or Principal, Caleb Land (caleb.land@utopianacademy.com).

If off-campus behavior could result in felony charges, poses a danger to others, or disrupts the educational process, it may also be addressed under this policy (O.C.G.A. § 20-2-751.5(c)).

Parents/guardians will be notified, and all applicable criminal or juvenile court referrals may be made when required by law. **Consequences: Levels 1-4** depending on the severity of the incident, evidence, previous discipline history, and prior interventions implemented.

Dangerous Weapons

Students will not possess, handle, transmit, or use as a dangerous weapon any instrument capable of harming another person. Dangerous weapons include, but are not limited to:

- A **FIREARM** is defined as any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or silencer, or any destructive device. A destructive device includes but is not limited to, any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one quarter ounce, mine, or other similar device.
- A **KNIFE** is defined as any cutting instrument consisting of at least one sharp blade.
- **DEFENSIVE WEAPONS:** Chemical Mace, pepper gas, or like substances; stun gun; brass knuckles; blackjack; nun chucks.
- **ITEMS NOT DESIGNED AS A WEAPON, BUT COULD BE PERCEIVED OR USED AS A WEAPON**, such as razors, box cutters, hammers, baseball bats, metal combs of any length with a sharpened handle are strictly prohibited from school grounds.
- A weapon may also include any ordinary item not usually considered as a weapon if that item is used in a manner that could potentially cause bodily harm.

In accordance with O.C.G.A. § 20-2-751.1, consequences require 10 – day out-of-school suspensions and a request for Tribunal (with a recommendation of expulsion for a minimum of one calendar year). The local board of education, superintendent, administrator, hearing officer, tribunal, or panel has the authority to modify the expulsion requirements on a case-by-case basis. *The hearing officer, tribunal, panel, superintendent, or board of education shall be authorized to place a student determined to have brought a weapon to school in an alternative educational setting. **Consequences: Levels 3 and 4.**

- Possession of a Hazardous object, pellet, BB gun, antique firearm or other felony weapon: Hazardous object means any dirk, bowie knife, switchblade knife, ballistic knife or any other knife or instrument having a blade of two or more inches, straight-edge razor, razor blade, spring stick, knuckles (made from metal, thermoplastic, wood or similar material), blackjack, any bat, club, or other bludgeon-type weapon, any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely (also known as nun-chukka, nun-chuck, nun-chaku), shuriken or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled (also known as a throwing star or oriental dart, or any instrument of the like kind) any nonlethal air gun, and any stun gun or taser. The hearing officer, tribunal, panel, superintendent, or board of

education shall be authorized to place a student determined to have brought a weapon to school in an alternative educational setting.

Consequences: Levels 1-4. Depending on the severity of the incident, evidence, previous discipline history, and prior interventions implemented.

- Possession of a non-felony weapon or look-a-like weapon: Any knife or instrument having a blade of less than two inches, any look- alike firearm, mace, pepper gas or like substances (mere possession of pepper gas or like substance is not a violation of this code of conduct unless the administration determined that the student brought it to school with the intent to harm another); any firearm muffler, or silencer, chains, ice picks, plastic disposable razor, or slingshot, or any tool or instrument which can reasonably be used as a weapon or is intended to be used as a weapon.

Consequences: Levels 1-3

- Possession of a dangerous instrument: Any item that is thrown, used as a projectile, or used to penetrate or cause bruises/contusions to skin or other body parts of a person (i.e., pencil, chair, stapler).

Consequences: Levels 1-3

- Possession of explosives and ammunition: This includes smoke bombs, fireworks, bullets, and other similar items. This does not include firecrackers.

Consequences: Levels 1-3. Depending on the severity of the incident, evidence, previous discipline history, and prior interventions implemented.

- Possession and/or use of lighting matches, firecrackers, poppers, or cigarette lighters.

Consequences: Levels 1-2

- Possession and/or use of unauthorized instruments such as syringes and needles.

Consequences: Levels 1-3

False Fire Alarms or Bomb Reports

Students will not break or pull the fire alarm at any time unless there is an emergency or make bomb threats. Additionally, students will not make false reports of emergencies to school personnel or law enforcement.

Sexual Assault

The school is committed to providing an educational environment free of sex discrimination, including sexual harassment. In accordance with Title IX of the Education Amendments of 1972 and related regulations, and in compliance with Georgia regulation (see Rule 160-4-8-.15), the following conduct is prohibited:

- A school employee conditioning the provision of a benefit, service or aid to a student on the student's participation in unwelcome sexual conduct.

- Unwelcome sexual conduct, based on sex (including gender, gender identity, sexual orientation), that a reasonable person would find to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the education program or activity.
- Sexual assault, dating violence, domestic violence or stalking (as defined by federal and state law).

All students, employees, and third parties are prohibited from retaliation against any individual who reports or participates in the investigation of sexual harassment.

The school shall respond promptly and effectively to any report of sexual harassment. A formal complaint process is in place, and students and guardians are informed of how to file a complaint, how investigations will proceed, what supportive measures are available, and what decision-making and appeal rights exist. A formal complaint may be filed through emailing or a written or typed letter to Principal Caleb Land (caleb.land@utopianacademy.com) or Executive Director Pamela Dingle (pamela.dingle@utopianacademy.com).

Victims of sexual harassment will be offered reasonable and appropriate supportive measures, which may include counseling, academic accommodations, separation from the alleged harasser, or other safety measures. Discipline for students found responsible may include suspension, expulsion, reassignment, or other action consistent with federal and state law and the student code of conduct.

The school's Title IX Coordinator is Caleb Land, reachable at caleb.land@utopianacademy.com, (470) 500-1937, and further information is available in the full school district nondiscrimination policy.

Consequences: Levels 1-4 depending on the severity of the incident, evidence, previous discipline history, and prior interventions implemented.

Robbery

Students will not force or threaten someone to give them something that does not belong to them.

Consequences: Levels 1-3.

Starting A Fire

Students will not start or attempt to start a fire at school; they will not take part in any activity of burning property.

Consequences: Levels 1-3.

Fireworks And Explosives

Students will not intentionally handle, possess, or transmit any substance or prepared chemical that can explode or can inflict bodily injury or is reasonably likely to cause physical discomfort to another person. Students may not bring any fireworks or firecrackers to school.

In addition, the Official Code of Georgia Annotated §16-11-127.1 states that “it shall be unlawful for any person to carry to or possess or have under such person’s control while within a School Safety Zone or at a school building, school function, or school property or on a school bus or other transportation furnished by the school any weapon or explosive compound. Any

person who violates this subsection shall be guilty of a felony and, upon conviction thereof, be punished by a fine of not more than \$10,000, by imprisonment for not less than two nor more than ten years, or both. A juvenile who violates this subsection shall be subject to the provisions of Code Section §15-111-37.” **Consequences: Levels 1-3.**

Breaking And Entering

Students will not force their way into any school building or engage in unauthorized entry into a school building with the intent of committing a felony when the building is closed to the students and the public. **Consequences: Levels 1-3.**

Discipline Of Students with Disabilities

All UAFA students are expected to follow all rules and policies regarding appropriate behavior at school. UAFA will comply with all legal requirements when considering disciplinary action for students with a disability.

Disciplinary Hearing Process

When required, UAFA will convene a disciplinary hearing to determine whether a particular punishment is appropriate for instances. See the Student Handbook for additional information on the UAFA Disciplinary Hearing Process.

UAFA Policy On Bullying

In accordance with OCGA §20-2-751.4, UAFA strictly prohibits all types of bullying by and against students, employees, parents/guardians, or members of the community. All staff will immediately report any suspected or reported bullying to the school principal or designee and will be immune from civil liability for any damages caused by reporting acts of bullying.

As used in this policy, the term 'bullying' means an act, including an act through the use of electronic communication, that is:

- (1) Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so;
- (2) Any intentional display of force, such as would give the victim reason to fear or expect immediate bodily harm; or
- (3) Any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
 - a. Causes another person substantial physical harm within the meaning of Code Section 16-5-23.1 or visible bodily harm as such term is defined in Code Section 16-5-23.1.
 - b. Has the effect of substantially interfering with a student's education.
 - c. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
 - d. Has the effect of substantially disrupting the orderly operation of the school.

The term applies to acts which occur on school property, on school vehicles, at designated school bus stops, or at school-related functions or activities, or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system.

The term also applies to acts of “cyberbullying” (per O.C.G.A. § 20-2-751.4) which occur with electronic communication, whether such electronic act originated on school property or with school equipment, if the electronic equipment

- (1) is directed specifically at students or school personnel,
- (2) is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school, and
- (3) creates a reasonable fear of harm to the students’ or school personnel’s person or property or has a high likelihood of succeeding in that purpose.

For purposes of this policy, electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectric or photo optical system. Students found to have committed an act of bullying or cyberbullying shall be subject to disciplinary action in accordance with the UAFA Student Code of Conduct. In accordance with state law, any student in grades 6 -12 who has been found by a disciplinary hearing officer, panel, or tribunal of school officials to have committed the offense of bullying for the third time in a school year shall be assigned to an alternative education program. Students who encourage bullying behavior or participate in bullying incidents may also be subject to disciplinary action.

Response to Bullying

Utopian Academy for the Arts is committed to equitable and swift resolution of bullying issues. Any student who believes they have been a victim of bullying or who believes another student has been bullied is encouraged to do the following:

- (1) If you feel comfortable, let the offender know you want the behavior to stop. Be clear and direct. Don’t apologize.
- (2) Pay attention to when, where and how you were mistreated; try to remember who else may have witnessed the incident.
- (3) Notify the Dean of Students, school administrator, or teacher. If uncomfortable doing so, a student should speak with a parent or another adult (who should notify school personnel).

After the initial report is made, an investigation will take place by the Dean of Students at his/her discretion. If a student has been found to have committed an act of bullying or been a victim or bullying, the Dean of Students will notify his or her parents in writing or by phone. Any student who is suspected of bullying will be reminded of the school’s prohibition against bullying and of the possible penalties for engaging in bullying behavior.

Reports of bullying also may be made by using the school’s complaint procedures or by calling the Georgia Department of Education’s School Safety Hotline at 1-877-SAY-STOP (1-877-729-7867).

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff; students and their parents will receive a summary of this policy prohibiting bullying at the beginning of the school year as part of the student code of conduct.
- The school shall keep a report of bullying and the results of an investigation confidential.
- Staff are expected to immediately intervene when they see a bullying incident occur or upon receipt of any report of bullying.

- People witnessing or experiencing bullying are encouraged to report the incident to the school principal designee.

Consequences: Levels 1-4

Upon a finding by the disciplinary hearing officer, panel, or tribunal of school officials that a student in grades six (6) through twelve (12) has committed the offense of bullying for the third time in a school year, such student shall be assigned to an alternative school.

The following actions will be taken when bullying is reported:

1. Investigate

Upon receipt of any report of bullying, the Dean of Students will direct an immediate investigation involving appropriate personnel. The investigation should begin no later than the following school day. The investigation shall include interviewing the alleged perpetrator(s) and victim(s), identified witnesses, teacher(s) and staff members, and reviewing video surveillance if available. School police, school counselors, school social workers and/or other support staff should be utilized for their expertise as determined by the circumstances of the matter.

2. Notification

At an appropriate time during or after the investigation, parents/guardians of the accused and the victim must be notified. If the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent/guardian should be notified immediately.

3. Discipline

Upon confirming that bullying has occurred, the accused student should be charged with bullying and given an age-appropriate consequence which shall include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances. Disciplinary action will be taken after each incident of bullying and upon a finding of guilt.

Students in grades six through twelve found to have committed the offense of bullying for the third time in a school year shall be assigned to an alternative education program following the appropriate due process by disciplinary hearing officers, panels, or tribunals.

School personnel should clearly communicate to all parties that retaliation following a report of bullying is strictly prohibited and may result in further disciplinary action.

4. Follow Up

Follow up is important to the accused and the victim. After a decision is rendered, the school will implement a planned method to provide after-care and follow up and reiterate to all the previously stated prohibition on retaliation.

LEVEL IV

STUDENT BEHAVIORS JUSTIFY MANDATORY SUSPENSION AND OFTEN RESULT IN A PROBABLE RECOMMENDATION FOR EXPULSION; STUDENTS WHO RECEIVE PERMANENT EXPULSION ARE NOT ELIGIBLE TO ENROLL IN THE DISTRICT'S ALTERNATIVE EDUCATION PROGRAM.

ACKNOWLEDGEMENT OF RECEIPT OF STUDENT CODE OF CONDUCT

We acknowledge that we have received a copy of the Utopian Academy for the Arts Student Code of Conduct and have had a chance to review its contents and ask questions of UAFA leadership. We understand that the Code of Conduct and Disciplines Matrix set forth the behavioral expectations for all UAFA students and that students may be subject to disciplinary action for failing to abide by UAFA policies and procedures, including but not limited to the Code of Conduct.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

DISCIPLINARY HEARING PROCESS

In any case in which long-term suspension or expulsion is being recommended, the student will be entitled to a Disciplinary Hearing for a disciplinary hearing officer to determine whether the student committed the alleged violation, and which disciplinary action is appropriate, if any. A long-term suspension is considered any denial to a student of the right to attend school and school-related activities for a period of more than ten (10) school days. Expulsion shall mean removal of the student from enrollment at UAFA for the remainder of the semester, school year, or longer.

A disciplinary hearing will also be held in any case when a student is alleged to have committed assault or battery of a school employee or when a student in grades 6-8 is alleged to have committed an act of bullying for a third time in a school year.

Notice:

The school shall provide written notice of the relevant procedures to the student's parent/guardian. The notification shall include the following:

1. A brief statement of the act(s) student is alleged to have committed, along with the portion of the Code of Conduct allegedly violated.
2. The maximum penalty which may be administered for the alleged misconduct, and a recommendation for discipline.
3. A copy of this Student Disciplinary Hearing Process.
4. The date, time and place of the hearing.
5. The names of witnesses expected to be called at the hearing and a short summary of evidence that may be presented.
6. A statement that a hearing is required unless the student/parent/guardian waives the hearing.
7. A statement that at the hearing the student is entitled to be represented by an advocate (spokesperson) of his/her choice, including an attorney if so desired; and that the student may subpoena witnesses and utilize other compulsory process upon request.
8. A statement that all parties are afforded an opportunity to present and respond to evidence and to examine and cross-examine witnesses.

The notice of hearing shall be delivered to the student's parent/guardian either in person or by first class mail, certified mail return receipt requested, and/or delivery confirmation, to the last known address of the parent/guardian. If notice is delivered in person, a written confirmation of delivery should be obtained by the person delivering the notice. Service shall be deemed to be perfected when the notice is deposited in the United States mail with sufficient postage addressed to the last known address of the student/parent/guardian.

Continuance:

If good and sufficient cause exists, the school administrator may request to the Hearing Officer that the hearing be rescheduled, but in no instance shall the hearing be delayed more than ten school days after the beginning of the suspension unless the school and the parent/guardian mutually agree to an extension in writing. If the extension is not agreed to by the parent/guardian, the hearing will move forward as scheduled or the charges will be dismissed.

Upon rescheduling, written notice of the rescheduled date and time of the hearing will be sent to the student's parent/guardian/representative/attorney either in person or by first class mail, certified mail return receipt requested, and/or delivery confirmation.

The student's parent/guardian/representative may request a continuance of the hearing from the school administrator. Continuances should be requested no later than 24 hours in advance of the scheduled hearing date and time. Extenuating circumstances should be presented for approval. If a continuance is requested or caused by the parent/guardian/student's representative, the student will continue to serve his/her recommended school-level discipline (In-School or Out-of-School Suspension) during the time of the continuance and until the hearing is conducted and the Hearing Officer has rendered a decision. If a continuance has not been requested and the student and parent/guardian do not attend the originally scheduled hearing, the hearing will move forward as planned with or without the student and their parent/guardian.

Waiver of Hearing:

The parties may agree, in writing, to waive the 10-day requirement to conduct the hearing or to waive the right to a hearing. An agreement to waive the right to a hearing shall constitute an admission of guilt and acceptance of the punishment recommended by school administration.

Such an agreement must be reduced to writing in a formal Tribunal Waiver Agreement that clearly states that the parent/guardian and student waive the right to a hearing, the student admits guilt to the charges, and that all parties agree to the recommended consequences. A signed Tribunal Waiver Agreement will be presented to the Hearing Officer to determine if the Hearing Officer is willing to accept the agreement as its decision. If the tribunal adopts the agreement as its decision, the decision becomes final and cannot be appealed by School or the student's parent/guardian. If the agreement is not adopted as the decision of the tribunal, the Tribunal Waiver Agreement will become null and void, all rights will be restored, and a new hearing date and time will be established.

Record of Proceedings:

A written or electronic record of the hearing shall be made and shall be available to all parties upon request. The cost of recording shall be borne by the school. The student's parent/guardian/representative may request a copy of the recording.

A written transcript may be prepared by the school if the Board so requests. If a written transcript is not prepared by the school, the student's parent/guardian/representative may obtain a written transcript at their own expense.

Burden of Proof:

The burden of proof is a preponderance of the evidence (more likely than not) and shall be on the school.

Legal Representation at the Disciplinary Hearing:

If the student is represented by an attorney, the school's attorney will be present. The student's parent/guardian will notify the school not less than 48 hours before the hearing if the student may be represented by an attorney. Failure to give such notice can result in the hearing being continued so the school's attorney may be present.

Hearing Officers:

Disciplinary Hearings will be conducted by an independent Hearing Officer, who shall be selected by the school. To qualify for service as a Hearing Officer, an individual will (1) be in good standing with the State Bar of Georgia, (2) have experience as a teacher, counselor, or administrator in a public school system, or (3) be actively serving as a hearing officer under an existing contract/agreement with a Georgia school system. Before selecting a Hearing Officer, the school administrator shall also confirm that the selected individual has no prior involvement in the matter and no conflict of interest.

The Hearing Officer will serve as the presiding officer and may rule on issues of procedure and admissibility of evidence presented during the tribunal. The Hearing Officer will determine if the student violated the Code of Conduct; and if the Code was violated, imposing appropriate disciplinary action. The maximum penalty that can be imposed by a Hearing Officer is permanent expulsion.

Procedural Objections:

Objection to the sufficiency of the notice and/or other procedural objections shall be waived unless written notice thereof is filed with the Hearing Officer no less than 24 hours prior to the time the hearing is scheduled to begin. The hearing may be postponed until such defects have been removed or remedied.

Disciplinary Hearing:

Within ten school days after the beginning of the suspension, the Hearing Officer(s) will meet at the appointed time and place to review the case. As this time, the school administrator or his/her designee will present the facts of the case against the student as well as the reason for the recommendation. The student, parent or guardian, or other appointed representative present for the hearing will be able to ask questions and present arguments against the recommendation. Each side will be allowed to call and question witnesses about any matters relevant to the charges against the student or the appropriate discipline. The Hearing Officer has the authority to limit unproductively long or irrelevant questioning.

At the conclusion of the hearing, the Hearing Officer(s) will determine if the student has committed the alleged violation(s) of UAFA's Student Code of Conduct. The Hearing Officer's decision will be based solely on the evidence presented at the hearing. If the Hearing Officer determines that a student has committed a disciplinary violation, s/he may impose a range of sanctions that include reinstatement into school to permanent expulsion, if the sanction complies with the school's established policies.

The Disciplinary Hearing is a closed and confidential proceeding. Friends or relatives of the students or other members of the public who are not witnesses will not be allowed in the hearing room. Any representative(s) of the family other than the student and parent or guardian will be

approved by the principal in advance. If a family wishes to bring a lawyer, they will notify the principal in advance so that the school can ensure its legal counsel is present.

Appeal:

Once the Hearing Officer has issued his/her decision, the school administration will immediately inform the family and mail a letter of decision to the family.

Once a decision has been rendered, either party may appeal directly to the UAFA Board of Directors within ten calendar days of receipt of the hearing officer's decision. A written appeal must be addressed to the Chair of the Governing Board and delivered to the Executive Director. The school administrator will supply all records from the previous hearing including, if available, written statements, minutes, and audio recordings of the Disciplinary Hearing. The Board will evaluate all information and will decide solely on the facts presented in the record from the hearing. The student and the school administrator may provide a written statement identifying any reasons why they believe the Hearing Officer's decision was valid or invalid based on the evidence presented at the Disciplinary Hearing. There will not be an opportunity for additional testimony or argument.

The Board will render a written decision within 20 working days of receiving the appeal. The Board may take any action it deems appropriate, and any decision of the Board is final. If the Board imposes a punishment that is harsher than that imposed by the Hearing Officer, it must provide a written explanation for the harsher punishment. Once the Board renders a decision on the appeal, the school administration will immediately inform the family and mail a letter of decision to the family.

The school expects parents of students to be actively involved in the student's education. For our faculty and staff to effectively educate our children, we welcome our parents as partners. Parents are strongly encouraged to participate in a variety of activities and forums that will support our students academically and add to the vitality of our school. Parents will be expected to participate and sign an agreement with the school. Additionally, at Utopian Academy for the Arts, all parents are required to complete 12 hours of volunteer service per school year, as referenced in our charter contract.

A parent conference is a formally scheduled conversation between faculty and parents to discuss the student's development and progress. Parents will be required to confer with faculty about their child's/children's social and academic achievement on a regular basis as scheduled by the school. Parents should attend parent conferences to receive written report cards. Also, the school encourages parents to initiate these conferences about their questions and concerns with School Leadership.

UAFA POLICIES

COMPULSORY ATTENDANCE AND CHRONIC ABSENTEEISM POLICY

Compulsory Attendance

Pursuant to OCGA §20-2-690.1, all children in this state are required to enroll in and attend public school, private school, or a home study program daily between their sixth and sixteenth birthdays (“age of compulsory attendance”), unless the child has successfully completed all requirements for a high school diploma or a state approved high school equivalency diploma.

Any parent or guardian who fails to facilitate compulsory attendance by enrolling their child and sending that child to a public school, private school, or home student program may be found guilty of a misdemeanor and subject to a fine of up to \$100, community service, up to 30 days of imprisonment, or a combination thereof. After the parent or guardian has been notified by the school that the student has five unexcused absences, each additional day’s absence from school shall be considered a separate offense.

Chronic Absenteeism

The school will continuously work to identify and provide appropriate supports for students who are identified as being chronically absent or at risk of becoming chronically absent.

Such supports may include, but are not limited to, the establishment of a student attendance review team or attendance intervention plans with the student and their parent/guardian.

If the chronic absenteeism rate of total enrollment at the school is 15% or higher, the school shall establish a school-level Attendance Review Team (ART). The ART, which shall meet monthly, will be responsible for reviewing the individual cases of chronically absent students and collaborating with each student and their parent/guardian to develop an attendance intervention plan. A student or school-level ART established under this policy may consist of school administrators, school counselors, school social workers, teachers, other school personnel, and the parents/guardians of the chronically absent student.

No student shall be subject to expulsion from this school solely due to the student’s absences from school.

Notice of Absences

Annually, the school shall provide written notice of compulsory attendance requirements and a summary of the possible consequences and penalties for failure to comply with those requirements. The parent or guardian of each student and all students age 10 years or older must sign a statement indicating that they have received notice of the possible consequences and penalties. After two reasonable attempts to secure such signatures, the school shall mail a copy

of the statement to the parent or guardian via certified mail, return receipt requested, or first-class mail. A copy of all signed statements must remain on file at the school through the end of the school year.

If a student has five unexcused absences within a school year, the school shall make reasonable attempts to notify the parent or guardian about the student's absences and the possible consequences and penalties for failing to comply with compulsory attendance obligations. After two reasonable attempts to notify the parent or guardian without a response, the school shall send written notice by certified mail, return receipt requested or first-class mail.

If after receiving notice, the parent fails to comply with compulsory attendance obligations, the school may file court proceedings to enforce such obligations. Prior to commencing judicial proceedings, the school shall mail notice of such intentions to the parent or guardian by certified mail, return receipt requested, or first-class mail.

Definitions

"Parent" or "Parent or Guardian" means the biological parent, legal guardian, custodian, or other person with legal authority to act on behalf of a child.

"Chronically Absent" means the attendance status of a student whose total number of absences, whether excused or unexcused, at any time during the school year is equal to or greater than 10% of the total number of school days the student has been enrolled in the school during the current school year, excepting the student's first day of enrollment.

"School chronic absenteeism rate" means the number of students enrolled in a school who were chronically absent during the previous school year divided by the total number of students enrolled in the school during the previous school year.

Authority:

OCGA §20-2-690.1 Compulsory Attendance for children between ages six and 16

OCGA §20-2-690.3 Chronically absent students; attendance review teams

This policy shall be implemented and enforced by Utopian Academy for the Arts Charter School Network administration in alignment with Georgia law.

Violation of the attendance policy affects a scholar's performance both behaviorally and academically. Therefore, all violations will be treated seriously by School Leadership, and legal measures against the parent/guardian will be taken when necessary.

NOTICE ABOUT YOUR RIGHTS

DIVISIVE CONCEPTS POLICY

Charter School Policy on Protect Students First Act – Divisive Concepts

This policy is adopted in accordance with the state Protect Students First Act, OCGA §20-1-11 et al. This school strictly prohibits harassment or discrimination by or against students and employees based on race and all other characteristics protected by state or federal law.

I. Divisive Concepts

It is the policy of the Utopian Academy for the Arts Governance Board that all curricula and training programs encourage employees and students to practice tolerance and mutual respect and to refrain from judging others based on their race. Any curricula or training programs provided by the school to foster learning and workplace environments where all students, employees, or community members are respected shall not advocate for divisive concepts. This includes any curriculum, classroom instruction, or mandatory training programs delivered or facilitated by school personnel, or a third party engaged by the school.

Nothing in this policy shall be construed or applied to:

1. Inhibit or violate the rights protected by the Constitutions of Georgia or the United States of America or undermine intellectual freedom and free expression;
2. Infringe on the intellectual vitality of students and employees of this school or other local boards, school systems, or schools;
3. Prohibit the promotion of concepts such as tolerance, mutual respect, cultural sensitivity, or cultural competency, so long as it does not conflict with state or federal law;
4. Prohibit administrators, teachers, school personnel, or individuals facilitating a training program from responding in a professionally or academically appropriate manner and without espousing personal political beliefs to questions regarding specific divisive concepts raised by students, school community members, or training program participants;
5. Prohibit the discussion of divisive concepts, as part of a larger course of instruction, in a professionally and academically appropriate manner and without espousing personal political beliefs;
6. Prohibit the full and rigorous implementation of curricula, or elements of locally approved curriculum, that are required as part of the Georgia Standards of Excellence, Advanced Placement, International Baccalaureate, dual enrollment coursework, or elements of such curricula; so long as the implementation is done in a professionally and academically appropriate manner and without espousing personal political beliefs;
7. Prohibit the use of curricula that addresses the topics of slavery, racial oppression, racial segregation, or racial discrimination, including topics related to the enactment and enforcement of laws resulting in racial oppression, segregation, and discrimination in a professionally and academically appropriate manner and without espousing personal political beliefs;
8. Create any right or benefit, substantive or procedural, against the Utopian Academy for the Arts Charter School Network and its board members, departments, agencies, entities, officers, employees, agents, or any other personnel affiliated with this school; or
9. Prohibit a state or federal court with competent jurisdiction from ordering training or other remedial action that discusses divisive concepts due to a finding of discrimination, including discrimination based on race.

Complaint Process & Procedures for Alleged Violations

An eligible individual who believes that this section has been violated may file a written complaint with the principal in accordance with the process detailed herein.

Individuals eligible to file a complaint under this section include:

- The parent of a student enrolled at this school;
- Students enrolled in this school who have reached the age of majority or have been declared a lawfully emancipated minor; or

- Administrators, teachers, or other personnel employed at this school.

A written complaint under this section must include the following:

- Name of Complainant
- Child's Name, if applicable
- Date filed
- Reasonably detailed description of the alleged violation

Investigation & Conference

Within five (5) school days of receiving a complaint, the principal or his/her designee must review the complaint and take reasonable steps to investigate the alleged violation(s). Within ten (10) school days of receiving the complaint, the principal or his/her designee shall confer to review the investigation findings. The principal and the complainant can mutually agree to a longer timeline.

Initial Determination

During the conference, the principal or his/her designee will notify the complainant whether a violation was found to have occurred, in whole or in part. If a violation was found to have occurred, the principal or his/her designee must inform the complainant of what remedial steps have been or will be taken in response to the violation.

If requested, the principal or his/her designee will provide the complainant with a written summary of the investigation findings and the remedial measures, if any, within three (3) school days of the request.

Appeal to Governing Board

The complainant may submit a written appeal of the initial determination to the Chair of the UAFA Governance Board. The Governance Board shall review the initial determination within ten (10) school days of receiving the written request for appeal. To the extent practicable, the Board shall provide a decision on its review of the initial determination within ten (10) schools' days of completing its review.

Review by the State Charter Schools Commission

The decision of the Governance Board may be reviewed by the State Charter Schools Commission in accordance with the policies and procedures adopted by the Commission.

Confidential Student and Employee Information

No confidential student or employee information shall be disclosed during any meeting or as part of any written response or appeal under this policy. Confidential student or personnel matters shall not be subject to review or appeal.

II. Request to Review Records

At any time, including prior to filing a complaint, an eligible individual may request, in writing, to review any nonconfidential records that he/she reasonably believes may substantiate a complaint under this policy.

Access to Records

Within three (3) business days of receipt, the principal shall make the requested records available for inspection. In any instance where some but not all of the requested records are unavailable within three (3) business days, the principal shall provide a written description of the responsive

records in existence and a timeline for when the records will be available for review. All remaining responsive records must be provided for review as soon as practicable but no later than thirty (30) business days after receipt of the records request.

Appeal of Records Request to Governing Board

Under this Section, if the principal denies a parents properly submitted request for records review or does not produce existing records for inspection within thirty (30) business days, the parent may appeal the denial or failure to the Governance Board. To the extent practicable, the Board must place the appeal on the agenda for its next public meeting. If it is too late to appear on the next meeting's agenda, it shall be placed on the agenda for the subsequent Board meeting.

Cause of Action

Nothing in this Section shall be construed to prohibit any cause of action available at law or in equity to a parent who is aggrieved by a decision of the Governance Board.

III. Definitions

As used in this policy the following definitions apply:

1. "Divisive Concepts" means any of the following concepts, including views espousing such concepts:
 - a. One race is inherently superior to another race;
 - b. The United States of America is fundamentally racist;
 - c. An individual, by virtue of his or her race, is inherently or consciously racist or oppressive towards individuals of other races;
 - d. An individual should be discriminated against or receive adverse treatments solely or partly because of his or her race;
 - e. An individual's moral character is inherently determined by his or her race;
 - f. An individual, solely by virtue of his or her race, bears individual responsibility for actions committed in the past by other individuals of the same race;
 - g. An individual, solely by virtue of his or her race, should feel anguish, guilt, or any other form of psychological distress;
 - h. Performance-based advancement or the recognition and appreciation of character traits such as hard work ethic are racist or have been advocated for by individuals of a race to oppress individuals of another race; or
 - i. Any other form of race scapegoating or race stereotyping.
2. "Espousing personal political beliefs" means an individual, while performing official duties as part of his or her employment or engagement with a school or local school system, intentionally encouraging or attempting to persuade or indoctrinate a student, school community member, or other school personnel to agree with or advocate for such individual's personal beliefs concerning divisive concepts.
3. "Race Scapegoating" means assigning fault or blame to a race, or to an individual of a particular race because of his or her race. This term includes, but is not limited to, any claim that an individual of a particular race, consciously and by virtue of his or her race, is inherently racist or is inherently inclined to oppress individuals of other races;
4. "Race Stereotyping" means ascribing character traits, values, morals or ethical codes, status, or beliefs to an individual because of his or her race.

IV. Implementation

The principal shall develop procedures, as necessary, to implement this policy.
Authority: OCGA §20-1-11

STUDENT RECORDS

CONFIDENTIALITY OF STUDENT RECORDS

In accordance with the Family Educational Rights and Privacy Act (FERPA), Utopian Academy for the Arts' Student Record Policy is to assure that parents and eligible students have the right to access information contained in the student's records and parents and eligible students can limit disclosure of certain information from these records. An eligible student is a student who is 18 years old or a legally emancipated minor, in which case the rights described in this notification are transferred from the parent to the student. The Superintendent notifies annually students and parents/guardians, including non-English-speaking parents/guardians, of their rights under the Family Educational Rights and Privacy Act through the student handbook distributed annually to each student.

The Utopian Academy for the Arts Governing Board policy requires that accurate and complete student academic and discipline records are maintained for each student enrolled at Utopian Academy for the Arts. Parents and eligible students have the right to inspect and review the student's education records within 45 days of the day a request for access is made. Requests may be made by any parent or legal guardian whose parental rights have not been revoked by court order and any persons authorized in writing by the parent or legal guardian to the principal of the school the student currently attends, and the principal will plan for inspection at a specific time and place.

Education records for current students that exist in paper format are maintained at the school where the student is enrolled and are in the custody of the principal or his/her designee. Education records for former students that exist in paper format are maintained by Student Records-Office of the Registrar located at 255 Veterans Parkway, Fayetteville, GA 30214, (470) 500-1937. A parent/guardian or eligible student will be permitted to obtain a copy of the education records upon reasonable notice and payment of copying costs of \$0.10 per page. **It is the responsibility of the custodial parent/legal guardian to inform the school and to provide a copy of any legal action revoking educational rights from an individual to his/her child.**

Please refer to the FERPA Annual Notice and Notice of Directory Information in this Handbook for additional information on your rights and disclosure of your student's personal information by the school.

PARENT'S RIGHTS

CHARTER SCHOOL PARENTS' RIGHTS POLICY

This policy is adopted in accordance with the requirements of HB 1178 enacted by the Georgia General Assembly during the 2022 legislative session.

Review of Student's Records

In accordance with OCGA §20-2-786, parents shall be allowed to review all records relating to their minor child, including but not limited to current grade reports and attendance records.

Parents wishing to review their child's records should submit a written request to the principal or his/her designee, identifying the specific records being requested for review. Upon receipt of a request under this policy, the principal or his/her designee shall locate the identified records in existence and notify the parent of the time and place where the records may be reviewed.

To the extent practicable, identified records shall be produced for review within three (3) business days of receiving a written request. In any instance where some or all the requested records are not available within three (3) business days, the school shall make available within that period the records that are available. For all other records, the principal or his/her designee shall, within three (3) business days, provide a description of the identified records in existence and a timeline for when the information will be available for inspection. All remaining identified records shall be produced for review as soon as practicable but in no case more than thirty (30) days after receipt of the request.

Records produced for review under this policy may not be altered or removed from the location identified for reviewing records, and in no case shall records be removed from school property.

Pursuant to this policy, a parent may file an appeal, if the principal or his/her designee fails to provide existing responsive information within thirty (30) days from the date of the request.

Review of Instructional Materials

Pursuant to OCGA §20-2-786, parents have a right to review all instructional materials intended for use in the classroom of their minor child. In accordance with state law, parents may exercise this right during the review period(s) each year.

Under this policy, the principal shall ensure that all instructional materials intended for use in the school's classrooms in each grading period are made available for parent review during the review period. During this time, instructional materials may be made available for review on the school's website or at the school upon written request by a parent.

Objection to Instructional Material

The principal shall appoint at least one person to receive parent objections to instructional materials under this policy. All objections must be in writing and submitted during the review period. A properly filed objection must include the following information:

- Student's name
- Parent's name and contact information
- Teacher's name
- Clearly identify the instructional material to which the parent is objecting
- Briefly describe the nature of the objection

Upon receipt of an objection, the principal shall review the objection and provide a response, in writing, within five (5) business days.

Only objections filed, in writing, by the parent of a student in the identified classroom will be reviewed and receive a response. Pursuant to this policy, a parent may file an appeal of the

principal's decision to a properly submitted objection or if a response has not been provided within five (5) business days.

Sex Education

During the review period, a parent may submit a written request to the principal to exclude their child from the portion of any class in which sex education or AIDS prevention education is taught as part of a comprehensive health program pursuant to state law.

Appeals

Level I

An appeal under this policy may be filed, in writing, with the Chair of the Governing Board. To the extent practicable, the Chair must place the appeal on the agenda of the next public meeting. If it is too late to add to the next meeting's agenda, it must be included on the agenda for the subsequent meeting.

Level II

A parent aggrieved by the decision of the Governing Board may appeal to the State Board of Education.

Definitions

For the purposes of this policy, the following definitions shall apply.

"Instructional Material" means instructional materials and content identified by the State Board of Education that constitutes the principal source of study for a state funded course to be used in the various grades in the public schools of this state, including the elementary grades and high school grades, which includes but is not limited to systematically designed material in any medium, including digital instructional materials and content and any computer hardware, software, and technical equipment necessary to support such instructional materials and content. The term includes locally approved instructional materials and content that constitute the principal source of study for a state funded course, not including supplementary or ancillary material, which is adopted by a local board of education or used by a local school system. Supplementary or ancillary material includes, but is not limited to, articles, online simulations, worksheets, novels, biographies, speeches, videos, music, and similar resources in any medium, including both physical and digital.

"Review Period" means the first two weeks of each grading period of the school year.

"Sex education/AIDS education" shall have the same meaning as defined in State Board of Education Rule 160-4-2-.12.

The principal shall develop procedures to implement this policy. A copy of this policy shall be posted on the school's website.

Nothing in this policy shall affect the rights provided under federal law, including but not limited to the Family Educational Rights & Privacy Act (FERPA).

Authority: OCGA §20-2-143, §20-2-768, §20-2-1010, §20-2-2017; BOE Rule 160-4-2-.12

GRIEVANCE PROCEDURES

I. PURPOSE

When a parent or student has a complaint or grievance about a matter of school policy or procedure, the following procedures are to be followed to resolve the conflict. The purpose of this policy is to secure, at the lowest possible administrative level, equitable solutions to complaints that may arise. The Board shall have the discretion to elevate a grievance directly to Level III, if appropriate or necessary. The Board may also send any complaint back down to Level I or Level II to follow the proper process if the initial complaint was filed with the Board.

II. GRIEVANCES

1. Definitions

Grievance – A complaint from a parent or student must include the following:

- (1) Set forth the allegation that there has been a violation of any policy, accepted practices, or state or federal law;
- (2) specifically identify the policy, practice, or statute violated;
- (3) provide all relevant details and involved parties known to the grievant at the time of filing; and
- (4) identify the requested relief

Grievant – Any individual or group of individuals aggrieved by a decision or condition falling under policy, accepted practices, or state or federal law.

2. Procedures

Level I

Any individual alleging a grievance is encouraged to resolve the problem, if possible, through an informal discussion with the person or persons suspected of violation, beginning at the earliest level of organizational structure. For example, parents and guardians should discuss classroom concerns first with classroom teachers. When school officials hear complaints or receive formal grievances, they should first make sure that grievant or potential grievant have first attempted in good faith to resolve problems directly with involved persons; however, **a student's parent or guardian may never approach another student for these purposes.** Upon receipt of an informal complaint, the principal or immediate supervisor shall initiate action to resolve the issue within five (5) working days.

Level II

If the response in Level I does not resolve the problem, the grievant may, within ten (10) working days after the informal complaint decision has been rendered, file the complaint in writing with the principal to initiate Level II. The principal shall investigate the complaint within fifteen (15) working days of the grievance filing date. The principal

shall decide who will conduct the investigation based on the nature of the complaint and the individuals involved.

Within five (5) working days of completing the investigation, the principal shall decide and issue a written report setting forth the principal's findings and recommendations for the resolution of the grievance.

If no written report is issued within the time limits set forth, or if the grievant rejects the recommendations of the principal, the grievant shall have the right to appeal to the Board for review of the grievance.

Level III

A written request for the Board's review of the grievance must be submitted to the Board Chairperson within ten (10) days of the date of the principal's report or the expiration of the time limits set forth in Level II. The request shall include the nature of the complaint, the reason(s) for the appeal and the requested outcome.

The Board shall review the grievance and the report of the investigation and may hold a hearing. The grievant may be accompanied by a representative of grievant choice. The Board may affirm the principal's recommendations, amend the recommendations, or affirm the recommendations in part and amend in part.

The Board's written decision shall be issued within 30 working days of receipt of the grievant written appeal.

If no written decision is issued within the time limit set forth or if the grievant shall reject the decision of the Board, the grievant shall be free to pursue such statutory or administrative remedies as the law may provide.

III. MISCELLANEOUS PROVISIONS

If either party in a grievance wishes to change the timeline set forth in this policy, the party will request the modification(s) from the other party and both parties will be required to agree to the modification(s), in writing.

No person shall suffer recrimination or discrimination because of participation in this grievance procedure. Confidentiality will be observed pending resolution of the grievance. Utopian Academy for the Arts does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

SCHOLAR REPORTING OF ALLEGED SEXUALLY INAPPROPRIATE BEHAVIOR

Governance Board Policy

Scholar Reporting of Alleged Sexually Inappropriate Behavior:

- (a) Any scholar (or parent or friend of a scholar) who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other school system employee is urged to make an oral report of the act to any teacher, counselor or administrator at Utopian Academy for the Arts
- (b) Any teacher, counselor or administrator receiving a report of sexual abuse or sexual misconduct of a scholar by a teacher, administrator or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee and shall submit a written report of the incident to the school principal or principal's designee within 24 hours. If the school principal is the person accused of sexual abuse or sexual misconduct, the oral and written reports should be made to the Executive Director or the Executive Director's designee.
- (c) Any school designee receiving a report of sexual abuse as defined in O.C.G.A. 19-7-5 shall make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report in writing, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority or district attorney.

Reports of acts of sexual misconduct against a scholar by a teacher, administrator or other employee not covered by O.C.G.A. 19-7-5 or 20-2-1184 shall be investigated immediately by the school. To protect the integrity of the process and to limit repeated interviews with the student, the designated system personnel are required to take a written statement from the student prior to any other person. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the Executive Director and the Chief Executive Officer. The Executive Director shall also notify the Professional Standards Commission Ethics Division of any validated acts of sexual misconduct.

EQUAL ACCESS TO SCHOOL FACILITIES

In accordance with the Boy Scouts of America Equal Access Act, 20 USC §7905, UAFA does not discriminate against or prohibit equal access or a fair opportunity to any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code as a patriotic society or organization, that wishes to meet at the school, that wishes to meet at the School.

Any group that wishes to meet at UAFA should contact the front office for additional information on reserving meeting space.

AWARENESS OF SUDDEN CARDIAC ARREST

In accordance with OCGA §20-2-324.5, UAFA will conduct at least two sessions during the school year to provide information to parents on the symptoms and warning signs of sudden cardiac arrest syndrome. UAFA will notify parents of the date of these sessions. Attendance is voluntary but parents are encouraged to attend. If you are unable to attend one of these sessions, you may contact the principal to request a copy of the informational materials at any time throughout the school year.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 is a nondiscrimination statute enacted to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

For more information regarding Section 504, or if you have questions or need additional assistance, please contact UAFA's Section 504 Coordinator:

Glynis Terrell Section, 504 Coordinator
2750 Forest Parkway, Ellenwood, GA 30294
Phone: 404-361-4200
Email: Glynis.terrell@utopianacademy.com

The implementing regulations for Section 504 as set out in 34 CFR Part 104 provides parents and/or students with the following rights:

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33.
2. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.
3. Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to his or her needs. 34 CFR 104.34.
4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.
5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.
6. You have the right to not consent to the school's request to evaluate your child. 34 CFR 104.35.
7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35.
8. You have the right to ensure that the school will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades,

teacher recommendations and observations, physical conditions, social or cultural background, medical records, and parental recommendations. 34 CFR 104.35.

9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.

10. If your child is eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35.

11. You have the right to notice prior to any actions by the school regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.

12. You have the right to examine your child's educational records. 34 CFR 104.36.

13. You have the right to an impartial hearing with respect to the school actions regarding your child's identification, evaluation, or educational placement, with opportunity to parental participation in the hearing and representation by an attorney. 34 CFR 104.36.

14. You have the right to receive a copy of this notice and a copy of the school's impartial hearing procedure upon request. 34 CFR 104.36.

15. If you disagree with the decision of the impartial hearing officer, you have a right to a review of that decision according to the school's impartial hearing procedure. 34 CFR 104.36.

16. You have the right to, at any time, file a complaint with the United States Department of Education's Office for Civil Rights.

Section 504 Procedural Safeguards Overview

Any student or parent or guardian ("grievant") may request an impartial hearing due to the school's actions or inactions regarding your child's identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing will be in writing to the Section 504 Coordinator; however, a grievant failure to request a hearing in writing does not alleviate the school's obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the Section 504 Coordinator. The Section 504 Coordinator will assist the grievant in completing the written Request for Hearing.

1. **Hearing Request:** The Request for the Hearing will include the following:
 - a. The name of the student.
 - b. The address of the residence of the student.
 - c. The name of the school the student is attending.
 - d. The decision that is the subject of the hearing.
 - e. The requested reasons for review.
 - f. The proposed remedy sought by the grievant.
 - g. The name and contact information of the grievant.

Within 10 business days of receiving the grievant Request for Hearing, the Section 504 Coordinator will acknowledge the Request for Hearing in writing and schedule a time and place for a hearing. If the written Request for Hearing does not contain the necessary information noted above, the Section 504 Coordinator will inform the grievant of the specific information needed to complete the request. All timelines and processes will be kept until the Request for Hearing contains the necessary information noted above.

2. Mediation:

The school may offer mediation to resolve the issues detailed by the grievant in his or her Request for Hearing. Mediation is voluntary and both the grievant and the school will agree to participate. The grievant may terminate the mediation at any time. If the mediation is terminated without an agreement, the school will follow the procedures for conducting an impartial hearing without an additional Request for Hearing.

3. Hearing Procedures:

- a. The Section 504 Coordinator will obtain an impartial review official who will conduct a hearing within 45 calendar days from the receipt of the grievant
- b. Request for Hearing unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official.
- c. Upon a showing of good cause by the grievant or school, the impartial review official, at his or her discretion, may grant a continuance and set a new hearing date. The request for a continuance will be in writing and copied to the other party.
- d. The grievant will have an opportunity to examine the child's educational records prior to the hearing.
- e. The grievant can be represented by legal counsel at his or her own expense at the hearing and participate, speak, examine witnesses and present information at the hearing. If the grievant is to be represented by legal counsel at the hearing, he or she will inform the Section 504 Coordinator of that fact in writing at least 10 calendar days prior to the hearing. Failure to notify the Section 504 Coordinator in writing of representation by legal counsel shall constitute good cause for continuance of the hearing.
- f. The grievant will have the burden of proving any claims he or she may assert. When warranted by circumstances or law, the impartial hearing officer may require the recipient to defend its position/decision regarding the claims (i.e. A recipient shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. 34 C.F.R.104.34). One or more representatives of the school, who may be an attorney, will attend the hearing to present the evidence and witnesses, respond to the grievant testimony and answer questions posed by the review official.
- g. The impartial review official shall not have the power to subpoena witnesses, and the strict rules of evidence shall not apply to hearings. The impartial review official shall have the authority to issue pre-hearing instructions, which may include requiring the parties to exchange documents and names of witnesses to be present.
- h. The impartial review official shall determine the weight to be given any evidence based on its reliability and probative value.
- i. The hearing shall be closed to the public.
- j. The issues of the hearing will be limited to those raised in the written or oral request for the hearing.
- k. Witnesses will be questioned directly by the party who calls them. Cross-examination of witnesses will be allowed. The impartial review official, at his or her discretion, may allow further examination of witnesses or ask questions of the witnesses.
- l. Testimony shall be recorded by court reporting or audio recording at the expense of the recipient. All documentation related to the hearing shall be retained by the recipient.

m. Unless otherwise required by law, the impartial review official shall uphold the action of school unless the grievant can prove that a preponderance of the evidence supports his or her claim.

n. Failure of the grievant to appear at a scheduled hearing unless prior notification of absence was provided and approved by the impartial review official, or just cause is shown, shall constitute a waiver of the right to a personal appearance before the impartial review official.

4. **Decision:** The impartial review official shall issue a written determination within 20 calendar days of the date the hearing concluded. The determination of the impartial review official shall not include any monetary damages or the award of any attorney's fees.

5. **Review:** If not satisfied with the decision of the impartial review official, any party may pursue any right of review, appeal, cause of action, or claim available to them under the law or existing state or federal rules or regulations.

CHILD FIND

UAFA, to fulfill the obligations of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, is required to inform and provide full educational opportunities to all individuals with disabilities ages birth through twenty-one.

UAFA needs your assistance to identify, locate, and evaluate all children with disabilities. This public awareness notice is to inform parents and other individuals/agencies of the availability of educational services and related services to all individuals who reside within the jurisdiction of the UAFA and who are between the ages of birth through twenty-one, regardless of the severity of their disability. This includes individuals in all public and private agencies and institutions, and highly mobile children with disabilities, such as migrant and homeless children, who reside within the legal boundaries of Clayton County.

Anyone aware of an individual who may benefit from educational services and related services is encouraged to call Glynis Terrell at (470) 446-1070.

Interventions Before Referral

The screening of children by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be an evaluation for eligibility for special education and related services.

Prior to referring a student for consideration for eligibility for special education and related services, a student must have received scientific, research or evidence-based interventions selected to reduce the academic, social or behavioral problem(s) the student is having.

Student referrals must be accompanied by documentation of scientific, research or evidence based academic and/or behavioral interventions that have been implemented as designed for the appropriate period of time to show effect or lack of effect that demonstrates the child is not making sufficient rate of progress to meet age or State approved grade-level standards within a reasonable time frame.

Exceptions may be made in circumstances where immediate evaluation and/or placement is required due to a significant disability that precludes access to instruction. This exception should be an infrequent occurrence, and the evidence for the need should be clearly documented in the eligibility decision.

If a parent or teacher requests an evaluation and interventions have not been provided before referral, interventions may be provided while the student is being evaluated if the school agrees that evaluation is necessary at that time. Additionally, the lack of interventions shall not be a reason for delaying an evaluation or determining that a child is not eligible for special education services.

If a parental request for evaluation is denied by the school because it does not suspect the child has a disability, then a written notice will be provided explaining the reasons for this denial and the information used as the basis for these decisions.

Public Information

UAFA has the following documents available for review by parents of children with disabilities and the public:

1. Comprehensive Plan for Special Education.
2. IDEA Federal Applications for Funds.
3. Special Education Accountability/Monitoring Final Report.
4. Applications, evaluations, periodic program plan or reports relating to federal programs, including auditor's reports, statements of assurance, budgets, and grant materials

SUICIDE PREVENTION POLICY

Utopian Academy for the Arts (UAFA) recognizes the importance of the health and welfare of students and staff. Therefore, UAFA shall provide to all certified personnel, annual training in suicide awareness and prevention in accordance with state law and rules established by the Georgia Department of Education.

The Superintendent or designee shall develop procedures to address at a minimum, suicide prevention efforts, intervention, and postvention. Such procedures shall be developed in consultation with school and community stakeholders, school employed mental health professionals, and suicide prevention experts.

In accordance with state law, no person shall have a cause of action for any loss or damage caused by any act or omission resulting from the implementation of this policy or its implementing procedures or resulting from any training, or lack thereof, required by state law or this policy. The training, or lack thereof, required by the provisions of state law shall not be construed to impose any specific duty of care. Neither the training nor the procedures are designed to impose ministerial duties but to provide a framework in which educators can exercise their professional judgment in the best interest of students.

It shall be the policy of all faculty and staff to monitor student behavior in a manner that allows for notification to be given to the proper school, or external authorities should we suspect that a

student is contemplating or has contemplated suicide. For this policy, the Crisis Team shall consist of the Dean of Students, the Special Education Director, and the principal. Markers for students at high risk for suicide include those who:

- Have previously threatened suicide.
- Look for access to means to harm themselves.
- Talk or write about death, dying, or suicide.
- Have made previous suicide attempts serious enough to require hospitalization.
- Talking about suicide
- Frequently talking about death
- Talking about feeling hopeless, helpless, or worthless - saying things like "it would be better if I wasn't here" or "I want out"
- Individual exhibits signs of depression, including deep sadness, loss of interest, trouble sleeping and eating
- Abrupt change of mood, from extreme sadness to happiness or calm
- Risk-taking behavior, (e.g. driving too fast)
- Person exhibits loss of interest in things that he/she used to care about
- Person calls or visits people to say good-bye
- Person seems to be putting their affairs in order

Should there be a verbal outcry or a written indicator that a student is thinking about committing suicide, and the incident occurs on Utopian's property, faculty and staff are to take the following steps:

- Call 911
- Contact Principal
- Secure the area as soon as possible and keep all students away
- Send staff communication informing them that a medical emergency has occurred
- Provide constant adult supervision to the student to ensure safety (do not let the student out of your sight)
- Contact the student's parent or guardian
- Release the student to parent or Emergency Response Personnel as dictated by the situation
- The Crisis Team will meet to assess whether additional steps should be taken to ensure the safety of the affected student or any other students on property
- A representative from the Crisis Team will prepare a written statement outlining precipitating events to be distributed to parents and guardians either through email or by letter.
- If a student makes a threat to physically or verbally harm themselves, UAFA faculty and staff will take the following actions:
 - Have a member of the Crisis Team notify parents to pick up the student immediately after the statement is made so that the student can be taken to a mental health professional.
- A Crisis Team representative will remain with the student and be available to provide referral resources for the student once the parent picks them up. Resource information will be maintained and kept current in the Counsellors office. Resources for free 24-hour mental health assessment services should also be given to parents

- A Crisis Team representative should request that parents provide documentation that the student has been assessed, is stable, and is cleared to return to school.

If a staff member becomes aware of a suicide attempt by a student, and the threat or attempt occurred at an out of school location, the staff member WILL:

- Call 911
- Contact the student's parent or guardian
- Make a written report to the Dean of Students, the Special Education Director, or the principal.

It should be noted that students are less likely to harm themselves when:

- They are involved in extracurricular activities
- There is a positive connection with staff members
- There is a safe place to vent/ share concern/issues
- There is a sense of connection or participation in school
- When we teach students, it is okay to ask for help
- When we acknowledge student efforts
- When we can readily access and care for mental / physical / substance disorders

Resources:

Clayton County Government – Department of Mental Health

- 770-991-7420

Ga. Crisis and Access Line:

- 1-800-715-4225
- 1-800-Suicide (1-800-784-2433)
- 1-800-Talk (1-800-273-8255)

Web resources:

Society for the Prevention of Teen Suicide

Sponsor of this program, focuses on resources for the competent school community, including Lifelines, an evidence-based suicide prevention program for schools. Free on-line educator training! www.sptsusa.org

National Suicide Prevention Lifeline

Free confidential, 24-hour hotline, free materials

www.suicidepreventionlifeline.org

Suicide Prevention Resource Center

www.sprc.org

UAFA VOLUNTEER POLICY

VOLUNTEERS

The Governing Board of Utopian Academy for the Arts adopts the following policy,

effective on the date of adoption by the Board. If applicable, once adopted this policy replaces any previously approved school policy currently in place that provided direction on the items in this policy.

For details about Volunteer levels and hours, please reach out to the PFE Liaison, and the volunteer handbook will be provided.

HEALTH AND SAFETY PROCEDURES

Letter to Parent Regarding Administration of Medication at School

Dear Parent(s)/Guardian(s),

Our school has a written policy to assure the safe administration of medication to students during the school day. If your child must have medication of any type, including over-the-counter drugs given during school hours, you have the following choices:

1. You may come to the school and give the medication to your child at the appropriate time (s).
2. Take a copy of the Medication Administration form from the school to your child's doctor and him/her complete the form by listing the medication needed, dosage, and number of times per day that the medication is to be administered. This form must be completed by the physician for all medications, prescription and over-the-counter drugs. This form must be signed by the doctor and by you, the parent or guardian. **Medications** must be brought by you to the school in a pharmacy-labeled bottle which contains instructions on how and when the medication is to be given. In addition, **Over-the-Counter** drugs must be received in the original container, labeled with your child's name, and will be administered according to the dosage instructions or if different, the doctor's written instructions on the Medication Authorization form should they be different from the label.
Parents or legal guardian's changes to the dosage label for age/weight will not be accepted.
3. You may discuss with your doctor an alternative schedule for administering medication (i.e., outside of school hours).
4. Students requiring medication for asthma, anaphylactic reactions (or both), and diabetes may self-medicate with physician authorization, parent permission, and a student agreement for self-carried medication.
Students must demonstrate the necessary knowledge and development maturity to safely assume responsibility for and management of self-carry medications according to the Medication Authorization form.

School personnel will not administer any medications to students unless they have received the Medication Authorization form properly completed and signed by both the doctor and the parent/guardian. All medication(s), drug(s), must be received in the original container. If you have questions about the medication policy, or other issues regarding the administration of medication in Utopian Academy Charter Schools, please contact your school nurse at your child's school or your child's Principal.

Thank you for your cooperation,

Janine Slater
Network Nurse

Notification of Illness

- Notify the school of illness on the first day by 9:00 am.
- Notify the school immediately if the child has a communicable disease.
- ALWAYS KEEP A CHILD HOME WHO DISPLAYS SYMPTOMS OF SICKNESS OR WHO HAS A TEMPERATURE OF 100 DEGREES OR HIGHER. Students who exhibit a fever may not return to school until the student has been free of fever for at least 24 hours, without the use of fever-reducing medication.
- An absence note is required upon return to school.

Emergency Information

Each child will have a completed emergency form on file in the school office. These forms will be kept up to date. Any changes in address or phone numbers will be reported to the office. This is important to your child in the event of an accident or illness. Please be sure to put your cell phone on the emergency form.

In case of illness, a child may not be sent home unless there is a parent or authorized individual to receive him/her. If you wish for another person to perform this duty for you, please indicate this on your emergency form. This information is to be kept accurate and up to date.

Communicable Diseases

The school office will be notified immediately in the case of any communicable diseases, including but not limited to the following:

CHICKEN POX: A child will stay home until 7 days or longer after the appearance of the first crop of vesicles (crusts are contagious). If new vesicles continue to appear, this may mean not returning to school until 24 hours after the last vesicle has made its appearance.

CONJUNCTIVITIS (PINK EYE): A child may return to school 24 hours after a physician has been advised and the stated active treatment has been given.

HEADLICE: Infections with lice and mites are treatable with over-the-counter medication. Please consult your child's physician or pharmacist for guidance. The student(s) may return to school after treatment and thorough combing has been administered, to remove lice and nits (eggs). Before going to class, a returning student must be checked for lice and/or nits by the appropriate school personnel. If nits are still present in the student's hair, the discretion of the nurse or trained staff will determine whether to send the student home. To prevent an outbreak of head lice, parents are encouraged to examine the hair of their children weekly.

IMPETIGO: A common name for a skin hypodermal or bacterial infection of the skin that is most common in young children. The organisms most implicated as causing this disease are Streptococcus and Staphylococcus. Due to the highly contagious nature, no child shall be permitted to return to school until appropriate systematic antibiotic therapy has been started or until free of disease. The area should be covered if oozing.

GERMAN MEASLES: A child will stay home until clinical recovery at least four days from onset of catarrhal system or until rash is clear.

MUMPS: A child will stay at home until asymptomatic or released by a physician with a minimum of nine days exclusion.

PINWORMS: A student diagnosed with pinworms should not return to school until a physician has started appropriate treatment.

RINGWORMS OF SCALP AND BODY: Microsporum species is highly contagious, spread by both direct and indirect contact. Children before the age of puberty are very susceptible. Any child diagnosed as having ringworm shall not be allowed to return to school unless he/she has been placed on an effective therapeutic regimen, or until he/she exhibits negative scabies until adequately treated.

PERTUSSIS (WHOOPING COUGH): Whooping Cough is a highly contagious Bacterial illness spread by coughs and sneezes. People sick with pertussis have severe coughing attacks that can last for months. In case of illness or accidents at school, the office personnel will contact the parent/guardian by phone. If a student has a temperature of 99.6 or higher, the parent will be contacted.

MEDICATIONS: Medical treatment is the responsibility of the parent and the family health care provider. Medications are RARELY to be given at school. The parent is urged, with the help of the family health care provider, to work out a schedule of giving medication outside school hours. If a special or serious problem requires an exception, the medication must be provided to the school in the original container marked with the child's name on it and accompanied by the original dosing instructions from the child's healthcare provider. NO member of the faculty is permitted to administer any medication without the following:

- A WRITTEN STATEMENT FROM THE PARENT OR GUARDIAN OF THE CHILD.
- A WRITTEN STATEMENT FROM THE PHYSICIAN DETAILING THE METHOD, AMOUNT, AND SCHEDULE BY WHICH THE CHILD WILL ATTEND AT THE DESIGNATED TIME. Specific instructions should be included for the emergency treatment if an allergic reaction should occur (i.e., localized, generalized, severe, mild)

For medication to be administered at school, both requirements listed above must be met. Unless authorized by state law, students are prohibited from possessing and/or administering prescription and non-prescription medication while at school.

SHOULD YOU KEEP YOUR CHILD HOME FROM SCHOOL?

Deciding when a child is too sick to send to school can be a difficult decision for parents to make. When trying to decide, use the guidelines below to help you. They comply with the Department of Public Health.

SEND TO SCHOOL:

- Mild cold symptoms, stuffy nose, mild cough without fever (unless child is extremely uncomfortable)
- Ear infections without fever (unless the child is extremely uncomfortable)
- Vague complaints of aches, pains, or fatigue

STAY AT HOME:

- **Chicken Pox** – students must stay home three days after the onset of new lesions and until all lesions are crusted over with a note from the physician.
- **Conjunctivitis** - eyes may appear pink with white or yellow discharge, and eyelids may be matted after sleep. Pain or itchiness may be present. Children may return to school after 24 hours of treatment.
- **Cough** - productive of thick sputum or coupled with thick nasal drainage
- **Coxsackie virus** (hand, foot, and mouth syndrome) – a student must be fever-free and feel well to return to school.
- **Diarrhea** - three or more watery stools in 24 hours, especially if your child acts or looks ill or other symptoms are present.
- **Fever** – temperature of 100 degrees or higher. The child should be **fever-free for 24 hours**, without fever controlling medicines, before returning to school.
- **Fifth Disease** – only if fever is present. By the time the rash appears, students are no longer contagious.
- **Impetigo** – students may return to school 24 hours after treatment starts.
- **Lice** – may return to school after treatment and nits (eggs) are removed
- **Scabies** – 24 hours of appropriate treatment before returning to school.
- **Shingles** – a student with shingles will need to stay home until the rash is crusted and dry or can be completely covered in school.
- **Sore Throat** – with fever and swollen glands. Strep Throat – a **full** 24 hours of treatment before a child may return to school
- **Vomiting** – the child should be kept home 24 hours after the last vomiting.

Sending a child to school with any of the above symptoms puts other children and staff at risk for becoming ill. Don't forget to call the school to let us know when your child will be home. Also, please notify your school nurse if your child has an illness that is highly contagious. **If sick children are kept at home, we will have a stronger, healthier, and happier learning environment.**

If you have any questions regarding your child's health, please call or e-mail Nurse Slater, R.N., school nurse, at 470- 470-1070 ext. 1080 or Janine.slater@utopianacademy.com. Thank you for your part in keeping our school healthy.

MEDICATION FORMS

The school office provides the appropriate medication forms that cover the above requirements upon request. These forms will be updated annually. NO medication will be kept over the summer months. Parents are required to pick up any unused medication before the end of the school year. Any medication that is not picked up will be properly disposed of by the school.

All medication will be brought to the office, where it will be stored, and the child will come at the designated time to receive it. Medication shall be brought to the school **by the parent** in the **original container**. Parents are responsible for ensuring that the student has enough medication at school. The school will not inform parents if the student requires a refill. No medication (prescription or non-prescription) may be transported by a student or be in the student's possession while at school.

MEDICINE LOG PROCEDURE

1. The student will have a parent and physician-signed form on file in the office for dispensing of medicine.
2. Please send the medicine in the original container.
3. Staff members log *all* medicine dispensed to students in a Medicine Logbook.

ENTRANCE REGULATIONS

The Georgia School Immunization Law requires that children receive a series of immunizations before entry to schools, childcare centers, or family childcare homes. In addition, the Georgia School Immunization Law requires schools, childcare centers, and family childcare homes to enforce immunization requirements, to maintain immunization records for all children enrolled, and to submit reports to the health department.

IMMUNIZATIONS AND STUDENT MEDICAL EXAMINATIONS

A child's health has an important effect on his or her performance. Georgia State Law requires all students to have satisfactory evidence on file of current immunization. The record submitted to the school will include at least the month and year received. Records of immunizations will be on file prior to the opening of school. Students in grades 6 – 8 will be excluded from attendance at Utopian Academy for the Arts if all records are not in by September 1st.

Parents should refer to the Georgia Department of Public Health for additional information on required immunizations (**please refer to the Immunization Appendix or the Georgia Department of Public Health**).

Parents who are seeking an exemption to immunization requirements for religious reasons must submit the appropriate Affidavit of Religious Objection to Immunization (please refer to the Immunization Appendix or the Georgia Department of Public Health).

MEDICAL-DENTAL APPOINTMENTS

Appointments during school hours are to be kept to a minimum. If it is unavoidable, the child will be signed out and signed back in at the school office.

Swimming Safety Tips

Everything you need to know to keep your kids safe when swimming.

Whether it's a trip to the beach or a dip in the community or backyard pool, you can ensure that swimming is as safe as it is fun by following a few basic safety tips.

Drowning is the leading cause of injury-related death among children ages 1-4.

There Is No Substitute for Active Supervision

- Actively supervise children in and around open bodies of water, giving them your undivided attention.
- Whenever infants or toddlers are in or around water, an adult should be within arm's reach to provide active supervision. We know it's hard to get everything done without a little multitasking, but this is the time to avoid distractions of any kind. If children are near water, then they should be the only thing on your mind. Small children can drown in as little as one inch of water.
- When there are several adults present and children are swimming, use the Water Watcher card strategy, which designates an adult as the Water Watcher for a certain amount of time (such as 15-minute periods) to prevent lapses in supervision. [Download a Water Watcher card here.](#)

Start Slow with Babies

- You can start introducing your babies to water when they are about 6 months old. Remember to always use waterproof diapers and change them frequently.

Educate Your Kids About Swimming Safely

- Every child is different, so enroll children in swimming lessons when you feel they are ready. Teach children how to tread water, float and stay by the shore.
- Make sure kids swim only in areas designated for swimming. Teach children that swimming in open water is not the same as swimming in a pool. They need to be aware of uneven surfaces, river currents, ocean undertow and changing weather.
- Whether you're swimming in a backyard pool or in a lake, teach children to swim with a partner, every time. From the start, teach children to never go near or in water without an adult present.

Don't Rely on Swimming Aids

- Remember that swimming aids such as water wings or noodles are fun toys for kids, but they should never be used in place of a U.S. Coast Guard-approved personal flotation device (PFD).

Take the Time to Learn CPR

- We know you have a million things to do, but learning CPR should be on the top of the list. It will give you tremendous peace of mind – and the more peace of mind you have as a parent, the better.
- Local hospitals, fire departments and recreation departments offer CPR training.
- Have your children learn CPR. It's a skill that will serve them for a lifetime.

Take Extra Steps Around Pools

- A swimming pool is a ton of fun for you and your kids. Make sure backyard pools have four-sided fencing that's at least 4 feet high and a self-closing, self-latching gate to prevent a child from wandering into the pool area unsupervised.
- When using inflatable or portable pools, remember to empty them immediately after use. Store them upside down and out of children's reach.
- Install a door alarm, a window alarm or both to alert you if a child wanders into the pool area unsupervised.

Check the Drains in Your Pool and Spa

- Educate your children about the dangers of drain entanglement and entrapment and teach them to never play or swim near drains or suction outlets.
- Pools that pose the greatest risk of entrapment are children's public wading pools, in-ground hot tubs, or any other pools that have flat drain grates or a single main drain system.
- For new pools or hot tubs, install multiple drains in all pools, spas, whirlpools and hot tubs. This minimizes the suction of any one drain, reducing risk of death or injury. If you do have drains, protective measures include anti-entrapment drain covers and a safety vacuum release system to automatically release suction and shut down the pump should entrapment occur.
- Regularly check to make sure drain covers are secure and have no cracks, and replace flat drain covers with dome-shaped ones. If a pool or hot tub has a broken, loose or missing drain cover, don't use it.
- If you do have drains, protective measures include anti-entrapment drain covers and a safety vacuum release system to automatically release suction and shut down the pump should entrapment occur. Go to www.PoolSafety.gov for a list of manufacturers of certified covers.
- Check to make sure your pool or hot tub's drains are compliant with the [Pool and Spa Safety Act](#).



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